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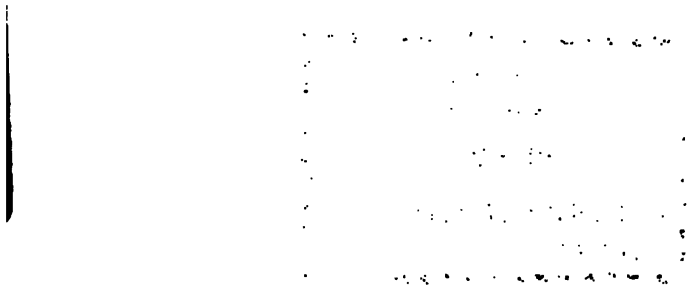
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ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR,

AND

COMMON SCHOOLS,

IN UPPER CANADA,

FOR THE YEAR 1858;

WITH

APPENDICES:

BY THE

CHIEF SUPERINTENDENT OF EDUCATION.

THE PROPERTY OF THE LOCAL SCHOOL AUTHORITIES.

Printed by order of the Legislative Assembly.

TORONTO:

JOHN LOVELL, PRINTER, CORNER OF YONGE AND MELINDA STREETS.

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1859



Department of Public Instruction for Upper Canada.

[No. 1643, A°.]

EDUCATION OFFICE,

TORONTO, 20*th April*, 1859.

SIR,

I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the State of the Normal, Model, Grammar, and Common Schools of Upper Canada, during the year 1858, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix which contains copious extracts from Local Reports, and various Documents and Papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Upper Canada.

I have the honor to be,
Sir,
Your obedient Servant,

E. RYERSON.

The Honorable
CHARLES ALLEYN, M. P. P.
Secretary of the Province,
Toronto.

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ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN

UPPER CANADA,

FOR THE YEAR 1858.

PART I.—GENERAL REPORT.

TO HIS EXCELLENCY THE RIGHT HONORABLE SIR EDMUND WALKER HEAD, BARONET,

GOVERNOR GENERAL OF CANADA, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,—

I have the honour to present herewith my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1858,—a year of still greater financial depression and commercial disasters, in both Europe and America, than 1857. Two successive years of failures in the productions of husbandry, attended by a large decrease in the public revenue, and an unprecedented stagnation in every branch of business, could not fail to be seriously felt in the operations of our school system.

Under these extremely adverse circumstances I expected a decline in the works of the school system in proportion at least to that which has been experienced in every other branch of our social economy. In this painful apprehension I have been pleasingly disappointed. There has been an increase of *six days* in the average period of keeping open the schools throughout Upper Canada. There has, however, been a decrease of $49,927 in the aggregate sum raised for the support of Common Schools; but this decrease falls entirely under the head of *Trustee School Rates*, and chiefly in relation to moneys raised and expended for the *purchase of school sites and the erection and rent of schoolhouses*—there being a decrease under these heads of $34,620,—the very large sum of $245,495 having been raised and expended for those purposes in 1857, and in 1858 the still large, but less sum, of $210,875.

On the other hand, there has been no decrease in the number of schools kept open, but an increase of 135. Nor has there been any decrease in the attendance of pupils at school, but an increase of 21,046. The aggregate number of children attending the Common Schools in Upper Canada in 1858 was 293,683, and the number of schools open was 3,866. There has also been an increase of $22,687 in the Municipal assessments for school purposes, and an increase of $60,402 in the aggregate amount paid to teachers.

Notwithstanding, therefore, the financial depression of the country and the check to the multiplication of new schoolhouses, the opening of 135 new schools, and the increased attendance of 21,046 pupils, together with an increase of $22,687 in the school Municipal assessments, and of $60,402 in the amount paid to teachers, show an unexpectedly large and gratifying success under the circumstances, and evince the varied adaptation and resources of our Local Municipal and elective Trustee school system, in contradistinction to a central Legislative or European despotic system.

I. Extracts from the Reports of Local Superintendents.

The extracts from the reports of Local Superintendents, given in Appendix A. pp. 1–84, present the best view possible of the nature and working of the school system in the Townships, Cities, Towns and Villages of Upper Canada. The Local Superintendents (of whom there are 303) are not appointed or paid by the Government; they are appointed and paid by the County, City Town, and Village Municipalities, and are paid out of Municipal funds independent of the school fund; they, therefore, reflect the feelings as well as watch over the interests of those by whose local representatives they are appointed and paid. This fact presents another feature of the local Municipal character of our school system—that it is not only supported and extended by means of voluntary local assessments, supplemented by Legislative grants, but administered by officers of local appointment in co-operation with one of responsible executive appointment.

The extracts from the Local School Reports are brief, impartial, and practi-

cal, and present a life picture of the labors and deficiencies, the struggles and neglects, the enterprises and sacrifices, the difficulties and disadvantages, the successes and failures of the people in the cities, towns and villages in the old and new settlements, in promoting the school education of their children, and the nature and facilities of the school law and regulations in aiding them to accomplish that great object.

As a copy of each of my Reports is sent to the Trustees of each school section, and to other local school authorities, these extracts of reports of Local Superintendents are read with a great deal of interest; as also the statistical tables, and the doings of one township or town compared with those of another; and often furnish topics and materials of earnest and useful discussions at school meetings.

I will now proceed to give a *resumé* of the statistical tables.

II. Table A.—Moneys Received and Expended for the Support of Common Schools. (*Page* xxxiv.)

1. The amount of Legislative School Grant apportioned to the Municipalities in aid of Common and Separate Schools in 1858, was $133,000—increase on that of the preceding year $3,000. The law required an equal sum to be raised by Municipal assessment in order to entitle Municipalities to this aid. The amount raised by Municipalities was $270,503—being $137,503 *more* than the sum the law required in order to entitle them to the whole of the Legislative Grant, and $22,687 *more* than the amount raised by them in 1857.

2. The amount apportioned from the Legislative Grant for Common School apparatus, prizes and libraries, was $6,517—decrease on the preceding year $1,649. The same sum was received from the local sources; the amount of the apportionment in each case depending upon the amount advanced from local sources, in connexion with the application for the articles or books desired. The total value of articles sent out to, or elsewhere purchased by Common School Trustees under this head was $14,142—being a decrease of $3,254.

3. The amount of Trustee School Assessments was $486,572—being a decrease to the large amount of $98,569, chiefly under the head of moneys raised and expended for the purchase of school sites, and the erection and furnishing of school houses. Still the amount of $486,572 of *Trustees'* Assessments, in addition to *Municipal* Assessments of $270,503, is very large, and indicates the educational spirit, as well as resources of the country, considering the unprecedented pressure of the times.

4. The amount of Trustee School Rate Bills on parents sending children to school was $195,879—increase, $45,380.

5. The total receipts for Common School purposes for the year 1858 was $1,244,488—being a decrease on the total receipts of the preceding year of $49,927

6. The total amount paid Teachers was $920,633—an increase of $60,402 on the amount paid in 1857.

7. The total amount raised and expended for the purchase of school sites and the erection of schoolhouses was $173,625—a large sum, but $34,263 less than the amount raised and expended the preceding year for the same purposes. The amount raised and expended for the *rents* and *repairs* of schoolhouses was $37,250—a decrease of $356.

8. The amount raised and expended for school-books, stationery, and to defray incidental expenses, was $102,838—an increase of $13,804.

III. Table B.—School Population, Pupils Attending the Schools in the different branches of Common School Education. (*Page* xxxviii.)

1. Formerly the legal school ages of children having a right to attend the schools, were from 5 to 16 years; since 1850, the right to attend the schools has been extended to all persons from 5 to 21 years of age; but the provisions of the law in regard to school population returns remain unchanged, and include only children from the ages of 5 to 16 years. The school population in 1858, as thus limited, was 360,578—increase 35,690.

2. The number of pupils attending the Common Schools (not including Grammar Schools, Colleges or private schools) between the ages of 5 and 16 years, was 267,383—increase 19,949. The number of pupils of other ages attending the schools was 26,300—increase 1097. The whole number of pupils attending the schools was 293,683—increase 21,046.

3. The number of *boys* attending the schools was 160,633—increase 10,604. The number of *girls* attending the schools was 133,050—increase 10,442. Number of *indigent* children attending the schools was 6,490—increase 1,670. The distinction of *indigent* children does not obtain where the schools are *free*, as no child then attends as a *pauper*, but all children attend as a matter of right, each inhabitant contributing to support the school according to his *property*, and not according to the number of his children.

4. The other columns in this table show the different periods of time children attend the schools, and the number in the different branches of common school education—presenting, as last year, a gratifying increase in the number studying the higher branches. The number of children reported as not attending any schools I lament to say amounts to 52,943, being an increase of 6,216 on the number returned under this head the preceding year.

IV. Table C.—Common School Teachers. (*Page* xlii.)

Table C. gives the number of Common School Teachers employed, their religious persuasion, rank and salary. I will only make three remarks in reference to this table.

1. The number of *male* teachers employed dnring the year was 2,965—being an increase of 178. The number of *female* teachers employed was 1,237—being a decrease of 59.

2. The number of *first* class teachers employed during the year was 856—being an increase of 216. The number of *second* class teachers employed was 2,364—being an increase of 300. The number of *third* or *lowest* class teachers employed was 883—being a decrease of 79. It is to be hoped this class of teachers will decrease more and more from year to year. With a view to raise the standard of the teachers' qualifications, the Council of Public Instruction has recently altered the Programme of Examination, as will be seen in Appendix E., page 151.

3. The average salaries of *male* teachers as reported by the Local Superintendents for the year was $454—being a decrease of $7. The average salaries of *female* teachers was $242—being a decrease of $12. Had all the Loca Superintendents reported under this head the average decrease would not have been material, for the aggregate increase in the sum paid as salaries of teachers is $60,000, including the salaries of the new teachers employed in 1858.

V. Table D.—School Sections, Schools, School Houses, Titles to School Property, School Visits and Lectures, Time of Keeping the Schools Open. (*Page* xlvi.)

Table D. contains the statistics of the number and kind of schools, the number and kind of school houses, the number built during the year, the titles to school property, the number of school visits, lectures and by whom delivered, and the time of keeping open the schools in each county, city, town and village in Upper Canada.

1. *Number of School Sections and Schools.*—The number of School Sections (formerly called School Districts) formed by the Township Councils, including the Ward School Divisions in cities and towns was 4,267—being an increase during the year of 250. The number of schools reported as open was 3,866—being an increase of 135. Number of school sections not reporting schools open, 401.

2. *Kinds of Schools, as to the mode of support.*—The number of schools in which the rate-bills were less than *twenty-five cents* per month for each pupil was only 13—being an increase in the schools abolishing this rate-bill of 431. The number of schools in which the rate-bills were twenty-five cents per month for each pupil (the highest rate-bill permitted by law) was 114—a decrease of 1240, indicating the gradual doing away with rate-bills by the people, as the result of their own trial and experience. The number of schools *partly free* was 1660—being an increase of 101. Number of *free schools* (that is, schools in which there are no fees paid by pupils, but which are supported by all according to property) was 1936—being an increase of 229. These facts show the gradual and sure

progress among the people (the result of their own voluntary action, arising from their own reason and experience) of that true principle of universal education which is regarded as a national interest, and therefore, like every national interest, as the interest of every man in the nation according to his property, and in which every child in the nation is held to have a right to such an education as will qualify him to become a good and useful citizen.

3. *Number and Kinds of School Houses.*—The whole number of school houses reported was 3,694; of which 352 are reported as built of *brick*, 244 of *stone*, 1505 of *frame*, 1573 as built of *logs*, 20 kind not reported. The number of school *sites* held by deed was 2,993—increase 255; the number held by *lease* 463—increase 19; the number *rented* 160—increase 13; the number of which the tenure is not reported 78—decrease 165. The whole number of school houses built during the year was 158, a large number considering the times, but a decrease of 43 as compared with the number built the preceding year; of these 21 were of brick, 15 of stone, 50 of frame, 50 of log (in the new settlements), and 22 not reported.

4. *School Visits.*—The whole number of school visits during the year, reported, was 58,941—being an increase of 9,745; a very gratifying and encouraging fact. The number of school visits by *Local Superintendents* was 8111—being an increase of 789; an increase of ten per cent. The number of visits by *Clergymen* was 4360—increase 335. Number of visits by Municipal Councillors, 1949—increase 155. Number of visits by Magistrates, 2005—an increase of 371. Number of visits by Judges and Members of Parliament, 353—decrease, 13. Number of visits by School Trustees, 20,210—increase 2,480; an increase of more than ten per cent. Number of visits by other persons, 21,953—increase 5,628. The returns under this head, as a whole, are very gratifying.

5. *School or Educational Lectures.*—The whole number of school or educational lectures delivered during the year was 2,957—increase 417. The number delivered by Local Superintendents being 2,389—increase 144; by other persons, 568—increase 273; gratifying facts.

6. *Time of Keeping Open the Schools.*—The number of schools which have been reported under this head is 3,665—increase 207. The *average* time of keeping open the schools throughout Upper Canada was *ten months* and *twelve days*, being an increase of *six* days; or an aggregate increase of 21,990 days.

The facts reported in this table indicate the increasingly energetic and successful exertions of the people in the great work of educating their children. This table, like the preceding, relates to each township, city, town and incorporated village.

VI. Table E.—Religious Exercises, School Books and Apparatus. (*Page* l.)

Table E. exhibits the number of schools in which the different text-books are used, maps, globes, &c., are provided, and the bible and religious exercises employed. It appears that in 1,708 schools the daily exercises are opened and closed with prayer—being an increase of 159; that the bible or testament is read in 2,510—being an increase of 95. These facts show that prayers and the scriptures might be used in all the schools were the local school authorities favorable to their introduction. The Regulations provide for and recommend religious exercises and instruction in the schools, but do not *compel* them, and the question is, whether the government has the right to employ compulsion in matters of religion, or whether the right and responsibility in such matters are not with the parents and pastors of the children, and whether the government has not gone to the utmost limits of its legitimate power and duty when it has secured the rights of all parents, and provided facilities by which they and the pastors can discharge their natural and divinely enjoined duties to their children. The official regulations and recommendations on this subject will be found in Appendix E. page 136.

From this table it also appears that the text-books sanctioned by the Council of Public Instruction, especially the National School Books, are almost universally used in the schools, and that the great evils of a changing and endless variety of text-books no longer exist in Upper Canada. Maps are provided in 2,403 schools—being an increase of 113; Globes in 612—the first report under this head; Blackboards in 2,895—being an increase of 243; sets of Apparatus, including orreries, tellurians, &c. in 500—being an increase of 28. These details exhibit essential and important progress in the right direction, even under the most unfavorable circumstances. In regard to the General Regulations for the Government and Discipline of Common Schools in Upper Canada see Appendix E., page 135.

VII. Table F.—Roman Catholic Separate Schools. (*Page* liv.)

The Protestant Separate Schools are still established and conducted under the provisions contained in the 19th section of the School Act of 1850, and the 4th section of the Supplementary School Act passed in 1853. The Roman Catholic Separate Schools were established and conducted under these same sections until May, 1855, when the authorities of the Roman Catholic Church succeeded in getting the "Roman Catholic Separate School Act" (18 Vict., cap. 131) passed. There are less than a dozen Protestant Separate Schools in all Upper Canada, and these seem to exist (and they only exist) under peculiar circumstances. On the other hand, great efforts have been made to establish and increase the Roman Catholic Separate Schools, and especially under the new Act, the provisions of which were framed by the supporters of Roman Catholic Separate Schools, in contradistinction to the separate school clauses of the law, which had been framed by the Chief Superintendent, after full and free consultation with the ecclesiastical leaders of the Roman Catholic Separate School movement.

The supporters of separate schools are exempted from the payment of any public school taxes in the school divisions in which their schools exist; they are exempted from the county school tax, for a sum equal to the Legislative Grant apportioned to the county, as a condition of receiving it; nor are they, like the supporters of public schools, required to employ teachers who have appeared before the County Board, to be examined and obtain a certificate of qualification, as each Board of Separate School Trustees can examine and give a certificate of qualification to any teacher whom it thinks proper to employ. The supporters of Roman Catholic Separate Schools were exempted from all these conditions, which are required on the part of the supporters of public schools, because they complained of them as a burden and as restrictive upon their own voluntary action. The only conditions required of them, as the law now stands, are,—that each supporter of a separate school should notify the Clerk of his Municipality before the 1st of February in each year that he is, for that year, a supporter of a separate school; and that the separate school be kept open, at least, six months of the year, and reported half-yearly and yearly according to blank forms provided, the two latter conditions being required of the trustees of the common schools in each section throughout Upper Canada. The trustees of Roman Catholic Separate Schools have also the same corporate powers to levy and collect rate-bills and property rates from their supporters as have the trustees of public schools or municipal councils. The Legislative School Grant is likewise distributed to each separate school according to the average attendance of pupils, precisely as it is distributed to every public school in every school section in Upper Canada; and maps, apparatus, and books are furnished to separate schools by the Educational Department upon the same conditions as to the public schools.

I make these remarks to correct again the truthless and absurd statements and representations which are still authoritatively repeated by some parties, and in some newspapers, as to the Roman Catholic Separate School Law of Upper Canada; whereas, under that law, the supporters of separate schools have fewer obligations to fulfil than the supporters of public schools—have the most free scope for the exercise of the voluntary principle, and also the power to levy such rates as they please upon all of their own persuasion who prefer the separate to the public schools.

If, therefore, the Roman Catholic Separate Schools are of little account, and feebly supported in comparison with the public schools, it is because the supporters of separate schools are less concerned and energetic in the education of their children than are the supporters of public schools, and isolate themselves from the latter in order to avoid paying municipal and public trustee school rates, rather than to employ greater efforts for school purposes; or because, in spite of all appeals and influences to the contrary, the progressive portion of the Roman Catholic as well as of the Protestant population prefers the public schools to separate schools, combined action to isolated action, the principle which is the *magna charta* as well as characteristic of a free people, to the principle that has been the prop of every despotism which has oppressed mankind; the principle which *makes a good* education the right of every child in the land, to the principle

which, in every land where it has prevailed, has left the great majority of the most needy classes of children in ignorance.

With these explanatory and general remarks I proceed to refer to the statistics of the Roman Catholic Separate Schools, as contained in Table F., pages liv.–lvii.

1. The number of separate schools is 94—being a decrease of 6, or six per cent. The number of separate schools in townships, 50. The number of separate schools in cities, towns, and incorporated villages, 44.

2. The whole number of pupils is 9,991—being an increase of 27.

3. The average time during which the schools have been kept open is *ten months*—being a decrease of *one* month, or nine per cent.

4. The amount of Legislative Grant apportioned according to average attendance of pupils as compared with the average attendance of pupils at the public schools was $8,531—being an increase of $16.

5. The amount raised and paid for the salaries of teachers of separate schools was $16,731—being a decrease of $2,012, or eleven per cent. The amount raised and expended for the purchase of school sites, erection, repairs, and furnishing of school houses, &c., was $11,180—being a decrease of $2,444, or twenty per cent. The whole amount received from all sources for separate school purposes was $28,206—being a decrease of $4,161, or about fifteen per cent.

By comparing the statistics of this Table with the statistics of the Tables relating to public schools, the following results are obtained:

1. There has been a decrease of 6 in the number of separate schools, but an increase of 135 in the number of public schools.

2. There has been an increase of 27 in the number of pupils in the separate schools, and an increase of 21,046 in the number of pupils attending the public schools.

3. The whole number of pupils attending the *public* schools is 283,692; the *average* attendance according to the returns is 98,254—about *one-third* of the aggregate attendance. The whole number of pupils attending the separate schools is 9,991; the *average* attendence, according to the returns, is 4,838—nearly *one-half* of the *aggregate* attendance. The apportionment is made to both classes of schools according to *average* attendance—to the public schools by each Local Superintendent out of the sum apportioned to townships by the Chief Superintendent, and to the Roman Catholic Separate Schools by the Chief Superintendent direct.

4. The whole amount of the Legislative Grant apportioned and paid to the *public* schools was $123,993—not quite *forty-four cents* for each pupil; the whole amount paid to separate schools from the same grant is $8,531—over *eighty-six cents* for each pupil. The amount paid per pupil, according to *average* attendance

to the *public* schools, is *one dollar and twenty-six cents*: the amount paid per pupil according to *average* attendance to the *separate* schools is *one dollar and seventy-six cents.* Thus just *twice as much* has been paid to the *separate* schools according to the reported *aggregate* attendance of pupils as to the public schools, and just *fifty cents more* per pupil according to the reported *average* attendance. This ought not so to be. The reason of this difference is, that the returns from the trustees of separate schools show a larger *average* attendance of pupils than do the returns from Local Superintendents in regard to the public schools, and the benefit of every doubt and of every doubtful return has been given to the separate schools. The fact shows that the law has been administered in the most liberal spirit in regard to the separate schools, while the Chief Superintendent has been the object of incessant attacks on the part of many of the supporters of separate schools for not doing them justice!

5. But while one hundred per cent. more has been paid out of the Legislative School Grant to separate schools than to the public schools, in proportion to the whole number of pupils taught in both, the former have done only one-fourth as much as the latter for the support of their schools, in proportion to the amount of Legislative aid granted to them. The amount paid to separate schools from the Legislative grant was $8,531; the amount paid by their supporters from local sources was $19,590, not quite *two and a half* times the amount paid from the Legislative Grant. The amount paid from the Legislative Grant to public schools was $123,993; the amount paid by their supporters was $1,085,856—*nearly nine times* the amount paid from the Legislative Grant towards their support.

From these comparisons of statistics it is clear that the Roman Catholic Separate Schools have received twice as much from the Legislative Grant as the public schools, in proportion to the work performed or the number of pupils taught by them, and that the supporters of Roman Catholic Separate Schools have not done one fourth as much as the supporters of public schools in proportion to the amount of Legislative Aid granted to them. From these facts and the preceding observations on the law relating to public and separate schools, the following inferences may be drawn:

First, That nothing can be more groundless than the statements and apprehensions expressed by some, that the general school system is endangered or enfeebled by the separate school provisions of the law.

Secondly, That nothing can be more untrue and unjust than the assertions and accusations on the part of some supporters of separate schools, that the Department of Public Instruction and the Legislators and people of Upper Canada have treated them unjustly and oppressively—the very reverse of which the foregoing facts and figures show to be the case.

But it is insisted by some advocates of separate schools, that Municipalities should be *compelled* to levy and collect taxes for the support of separate schools, as well as for the support of public schools. To this it may be replied: *First*,—That the Municipalities are not *compelled* to levy and collect a farthing for the support of public schools; when they do, they do so voluntarily; and it is in the power of each Municipality to put an end to the public school system within its own limits, by simply declining to levy and collect any rates for school purposes. *Secondly*,—The separate schools are established and conducted for exclusively Roman Catholic denominational purposes. The avowed object of these schools is to train up children under exclusively Roman Catholic influences, and to employ a great part of the school time in teaching and practising the ritual elements and ceremonies of the Roman Catholic Church, and also of inculcating betimes that Protestants are at war with God and His Church, and are subjected to the Divine curses in both worlds. I can easily adduce proof, if occasion requires, that those teachings form a part of the catechetical instruction of the separate schools; and it is with the express view of providing for these instructions and ceremonies, that the separation of Roman Catholic children from other children, and the establishment of separate schools, are advocated. Now, whatever may be the right and liberty of teaching in a free State, or whatever the liberality of the State may grant in aid of schools established for the purpose of imparting such instructions, that a free State or a free Municipality should be *compelled* to support such schools, is a thing unknown in the history of constitutional government, and monstrous in its very conception. What a feeling of indignation would arise in the mind of every Protestant in Upper Canada, of whatever religious persuasion, were it authoritatively proposed to *compel* the Municipalities to levy and collect rates to support schools for the Episcopal, or Presbyterian, or Methodist Churches, though in the Catechisms of not one of them is there a word in regard to either the Roman Catholic Church or Romanists! Yet it has been insisted upon by some Roman Catholic ecclesiastical leaders, even as their right, that the Municipalities of a free country, and that country mostly Protestant, should be compelled to levy and collect taxes for the support of Roman Catholic schools!

But I remark, secondly, that the public schools exist for no one religious persuasion more than another, but for all classes of citizens alike, without reference to their religious persuasion; that the rights of all religious persuasions are equally protected; that whatever religious instruction is given to any pupil, it is with the consent of his parent or guardian; that no pupil can be required to receive any religious instruction, or be present at any religious reading or exercise, or use any religious book against the wish of his parent or guardian; that the pastor of each religious persuasion has the right to each school-house within his charge, one hour a week for the special religious instruction of the children of his own persuasion in the school; and every resident from the ages of five to twenty-one years, of every religious persuasion in each municipality, has a *legal right* to

attend the school of the section in which he resides, as long as he observes the discipline of the school. Yet no municipality is *compelled* to levy and collect rates for the support of even these public schools; but any municipality can provide little or much or nothing at all, as it pleases, for the purchase and erection of school-houses, and the support of schools; and it can do the same for any separate school on the application of its supporters, though no municipality in Lower Canada is permitted by law to levy and collect any rate from the supporters of a "*dissentient*" school for its support, even on their application.

But when the proposition for the *direct* compulsion of a municipality to levy and collect rates for the support of separate schools is found untenable, it has been proposed *indirectly* to compel the municipality to do the same thing, by depriving it of the power to levy and collect rates for the support of public schools, unless it at the same time levies and collects such an amount for the support of separate schools, as is proportional to the Roman Catholic population or property in a municipality compared with the population or property of Protestants in such municipality. This proposition has a double aspect and a double application—the one in respect to the municipality at large, the other in respect to the Roman Catholic population in particular. In regard to the former, it involves to the municipalities the abolition of the conceded and inviolable rights of local self-government in school matters, unless they become agents and tax-gatherers for the support of Roman Catholic Schools—that they shall not provide schools at all for the education of all classes, with equal protection, and Roman Catholics equally with other classes, unless they at the same time provide separate schools for the Roman Catholics! A proposition as monstrous in principle as it is impudent in assumption. But this proposition is more odious and outrageous still, in reference to the Roman Catholic population. It proposes to do *by the law of the land* what certain ecclesiastics have warmly but vainly endeavoured to do, namely, to separate the Roman Catholic population *en masse* from the rest of their fellow-citizens—to take away from each Roman Catholic all right of choice as to how his money for school purposes shall be applied, or where his children shall receive school instruction, and to isolate him and his children from the rest of the community in which they live, whether they desire it or not!

Now, if some or many Roman Catholics choose to transfer their divinely supreme parental right to the priest, and at his command, to isolate themselves and their children from the rest of their fellow-citizens, the State does not prevent them from doing so—it has even gone to the extent of enabling them legally to do so; but it is quite another thing for the State to *compel* them to do so, to isolate them and their children by law from other classes of the community, whether they will or not,—to deprive them and their children of the right of choice in school matters, of the rights and privileges enjoyed by all other classes of their fellow-citizens. What, therefore, some ecclesiastics and their instruments have advocated, under the seductive title

of "freedom of education," is but the absolutism of the priesthood in education on the one hand, and the annihilation of the freedom and rights of the State and the parent in respect to education on the other. How would the whole community be startled, as by a Catiline conspiracy, were it gravely proposed from any high quarter, that all the school rates paid by members of the Episcopal, Presbyterian, or Methodist, or other churches should be paid into a separate fund for the support of such schools, and such only, as the clerical authorities of their persuasion approved, and that their children should have no right to attend any other than such schools? It would be said, and justly said, that such a proposal involved the establishment of the worst kind of clerical despotism, and the annihilation of the inherent rights of parents and children, and of the people as a State. But such is what has been advanced under the plea of "freedom of education," in respect to the priesthood and population of the Church of Rome. But the State is undoubtedly as much bound to protect the individual rights of Roman Catholic parents and children as those of Protestant parents and children. It cannot have a right to take away from one class of citizens rights enjoyed by all other classes, nor to take away from the municipalities rights with which they have been so long invested by law, and which they have exercised with so much energy and patriotism for the good of all classes of the community. It is these rights which make "freedom of education" the essential and vital principle of our school system—freedom for each municipality, parent, child and clergyman; but not freedom of absolute power to any one priesthood to employ the members, children and property of a religious denomination as goods and chattels for its own special purposes.

But in the event of all the foregoing propositions failing, it has been proposed as the last resort, to insist upon the *voluntary principle* in education; that is, to deprive the State, and municipalities, and citizens collectively, of the power of combining by law the resources of all for the education of all—to leave the vast public and social interests of the education of the youth of the land wholly to isolated, individual impulse and effort—to shut up and sell the public school-houses to private speculators, perhaps for grog shops and kindred purposes, and abandon the rising and future generations of our country to the educational freedom of nature—to ignore as a State what in every free and enlightened State is held to be the highest national interest—to transfer Upper Canada from the catalogue of civilized, to that of uncivilized nations!

This is a very natural resort for any interest in respect to which knowledge is weakness, and ignorance is power; but it must be as abhorrent to the great body of the Roman Catholic community as to all other classes of the population, and is the last and desperate device of a few individuals of one idea and one aim—that of making the priesthood the sole standard of truth and source of knowledge, and of extinguishing every ray of light and every spark of liberty which is not the emanation or creature of that clerical supremacy.

For the sincere and benevolent supporters of separate schools, the law is indulgent, perhaps to a fault, certainly beyond comparison; and the explanations and financial analysis above given prove the more than merely equitable provisions of the law in respect to separate schools, and the corresponding spirit in which I have administered it. But I should be unfaithful to my trust and alien to my country, did I not at the same time show how little has been done in proportion to the Legislative aid received, and in comparison with other sections of the community, by the partizan assailants of our school system, and who in their newspaper organs are equally the assailants of everything sacred to the throne and the liberties, the character and prevalent Christianity of the British Empire; and did I not sedulously watch and plainly expose every scheme for subverting or weakening an organization by which the people of Upper Canada can work out their highest educational and social destinies.

The Legislature has faithfully and fully provided for "the equal rights and privileges of all classes" in Upper Canada in our system of public schools, and more than what is "equal" in regard to the Roman Catholics, who have all that every other religious persuasion enjoys, besides a right and aid to establish separate schools not granted to any other one religious persuasion. Having settled the principles and created the frame work of the system, and secured inviolable parental supremacy and the rights of conscience in all matters of religion, the Legislature transferred the responsibility and power of management to the parents and rate-payers themselves in each municipality. The elected school representatives of the rate-payers in each municipality employ their teacher and determine the manner of supporting their school; and in each city, town, and incorporated village in Upper Canada they can establish any kind or description of schools they please; so that if in any of these municipalities they prefer denominational schools to mixed schools, rate-bill schools to free schools, or *vice versa*, they can establish them. As early as the year 1846, I drew attention to the inconvenience and frequent source of embarrassment, if not corruption, in a Government or Legislature being brought into contact with any one or more religious persuasions, and the necessity therefore of removing all questions of that kind from the arena of the Legislature and the Executive Government to each municipality; and this is one characteristic feature of our school system. The efforts of certain parties to denude the rate-payers in the municipalities of this right to manage their own school affairs, by making it a religious party question in the Legislature, and invoking Legislative and Governmental interference, can receive no countenance from any one who respects the acknowledged and established rights of the municipalities and people.

VIII. Tables G., H., I., and K.—Grammar Schools. (*Pages* lviii–lxxi.)

These tables present the various statistics which have been collected respecting the Grammar Schools. I refer to the Report of the Inspector (Appendix C., page 95,) for an account of the actual state and working of these schools,

and some important observations on the defects of the law; I here make a few references to the principal matters contained in the tables.

1. *Schools, Moneys, Salaries, Head Masters—Table G.*—There are 75 Grammar Schools, including 31 Senior County Grammar Schools. The amount of apportionment from the Grammar School Fund was $30,382—being an increase of $2,213. The amount derived from fees of pupils was $19,991—being an increase of $474. The amount granted by municipalities was $13,305—being a decrease of $3,525. The amount of *balances* of the previous year, $11,417—being a decrease of $10,314. The total receipts for Grammar School purposes for 1858, were $75,617—being a decrease of $10,631—chiefly under the head of building, rent and repairs of school-houses, the decrease under this head being $7,839. The amount of Masters' Salaries was $61,073—being an increase of $3,520. This table contains a statement of the salaries and names of the Head Masters, and the authority under which they teach.

2. *Number of Pupils in different Branches of Instruction—Table I.*—The number of pupils reported is 4,459—being an increase of 386, or nearly 10 per cent. The number of pupils in Latin is 1,724—being an increase of 395, or about 20 per cent.; in Greek 378—being an increase of 94, or about 25 per cent.; in French 851—being an increase of 250, or about 30 per cent. The table shows the number of pupils in each class, and in each subject taught in the Grammar Schools, and indicates a gratifying progress.

3. *Table K.* contains a list of the Text-books used in the schools.

I see no means of any considerable improvement in the Grammar Schools, or of making them efficient, unless they are made the schools of the cities, towns, or incorporated villages within the limits of which they are situated, and the Trustees invested with the powers of the Trustees of Common Schools, and the Grammar School Fund distributed upon the same condition as the Legislative School Grant—namely, that of the Municipality raising a sum equal to that apportioned from the Parliamentary Grant. If Grammar Schools exist at all, they ought to be made as efficient as possible. Trustees cannot make them so without means of supporting them. The means of support which have been necessary and effective for the improvement and efficiency of the Common Schools ought to be provided for the Grammar Schools. This is alike the dictate of economy and patriotism, for it is both improvident and unpatriotic to leave without adequate means of support that class of schools in which the teachers of the higher seminaries, the members of all the liberal professions, and the chief servants of the public receive the elementary and most essential part of their education. For Programme of Studies and General Regulations for the County Grammar Schools in Upper Canada see Appendix C., page 106.

IX. Table L.—The Normal School for Upper Canada. (*Pages* lxxii–lxxv.)

Table L. presents a complete view of the statistics of the Normal School from its establishment in 1847 to the end of 1858. It will be seen that the

number of applications and admissions for the last year exceeded those of any preceding year. The number of students in the Normal School became inconveniently large, while their attainments were not likely to keep pace with the progress of the best schools, and the demand for teachers of higher qualifications. To promote the two-fold object of keeping the number of students within manageable dimensions, and sending out teachers of higher qualifications, the standard of *entrance examination* was raised; (See Appendix D., page 130); but this change has been attended with little or no diminution in the number of successful applicants, while it will contribute to multiply the number of Teachers possessing superior qualifications.

It will be seen that of the whole number of (2,463) students admitted to the Normal School since 1847, 1,267, or more than one half, had been teachers before attending the Normal School. Of 162 admitted the first session of 1858, 84 had been teachers; of 196 admitted the second session of 1858, 102 had been teachers. These facts furnish the strongest practical proof of the objects contemplated by the candidates admitted to the Normal School; while the influence of their teaching, and the demand for them throughout the country sufficiently illustrates the value of their training and instructions in the Normal School.

I do not think that the Normal and two Model Common Schools (the latter being essential appendages and practical exponents of the former) were ever, in all respects, in so high a state of efficiency as they are at the present time. Further information in regard to the Normal and Model Schools will be found in Appendix D., page 123.

The Model Grammar School, which was opened a few weeks before the close of the year, promises to contribute most efficiently to the improvement of the Grammar Schools of the country. Information in regard to it will be found in Appendix C., page 102.

X. Table M.—Colleges, Academies, and Private Schools. (*Page* lxxvi.)

Table M. contains such statistics as I have been able to collect respecting the Colleges, Academies, and Private Schools of the country. These returns are voluntary, and appear to be very incomplete. They are, however, sufficiently full to convey a pretty accurate idea of the amount of public expenditure, and of he nature of the instruction given in other institutions than the Grammar and Common Schools. The number of students and pupils taught in these Colleges, Academies and Private Schools is reported as 7,467—being 388 less than the number reported the year preceding. The number of pupils taught in Private Schools appears to be nearly equal to the number taught in the Roman Catholic Separate Schools; but the former receive no Legislative aid, though their supporters contribute their rates according to property to the support of the public schools, which is not the case with the supporters o separate schools.

XI. Table N.—Free Public Libraries. (*Pages* lxxviii.–lxxxiii.)

In Table N., a complete view is given of the sums expended for Free Public Libraries, the number of volumes furnished, the kinds of books in each Library, the number of books read, and the number of inhabitants reading them. The returns of the number of books read and the number of readers, are defective; but as far as they go, they are highly satisfactory. The number of inhabitants reported as reading the books in each Library must be the number applying for them. The number actually reading them may be assumed to be much larger. This table is extremely interesting, as it exhibits the actual working of the Free Library System throughout Upper Canada.

In 1857 a large dividend from the Clergy Reserve sales was distributed to the several Municipalities, and many of them appropriated their shares to the purchase of Public Libraries and School Apparatus. The sums expended for these purposes in 1858 have been chiefly derived from rates levied and collected, and are therefore much less than those of the preceding year, though a larger amount was levied and collected by *rate* in 1858 than in 1857.

The amount appropriated from local sources (chiefly from the Clergy Reserve Fund) for Libraries in 1857 was, $8,100; the same sum was apportioned from the Legislative Grant—total, $16,200. The amount appropriated from local sources in 1858 (chiefly from rates) for the same purposes was, $1,991; the same sum was apportioned from the Legislative Grant—total, $3,982; and the number of volumes despatched was, 7,587 (not including prize books). The whole number of volumes sent out to Public School Libraries from the commencement of the system to the end of 1858, was 167,765; and if we add the 10,602 Prize Books, the number will be 178,367. Of the Library Books there were 29,400 volumes of *History;* on *Zoology*, 12,098 volumes; on *Botany*, 2,174; on *Natural Phenomena*, 4,819; on *Physical Science*, 3,749; on *Geology* and *Mineralogy*, 1,400; on *Natural Philosophy*, 2,674; on *Chemistry*, 1,183; on *Agricultural Chemistry*, 687; on *Agriculture*, 7,390; on *Manufactures*, 7,476; of *General Literature*, 16,359; of *Travels*, 12,478; of *Biography*, 18,406; *Tales*, 45,654; Teachers' Library, 1,799.

The same table contains such information as has been collected respecting Sunday School and other Public Libraries, as those of Mechanics' Institutes, &c. In the Sunday School Libraries there were 254,489 volumes—being an increase during the year 1858 of 20,141 volumes. An immense deal of good must result from so large a number of strictly religious books, and those, as a general rule, of a most interesting character. The number of volumes in the other Public Libraries was 110,639—being an increase during the year of 13,631 volumes. The number of volumes in Public School Libraries was 167,765—being an increase of 7,587. Total, 532,893—being an increase during the year of 41,359 volumes—a most gratifying fact. Further information on the Library system will be found in Appendix I., page 178.

The following is a full and interesting statement of the number and classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department from 1853 to 1858, inclusive.

Number of Volumes sent out during the Months of	History.	Zoology.	Botany.	Phenomena, &c.	Physical Science.	Geology, &c.	Natural Philosophy.	Chemistry.	Agricultur'l Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages, &c.	Biography.	Tales and Sketches Practical L.	Teachers' Library.	Prize Books.	Total.
November, 1853	168	62	16	29	15	5	9	6	9	48	36	90	54	126	284	4	...	961
December "	3090	1540	271	877	511	229	187	126	183	759	708	2604	1087	2791	4894	204	...	20961
January, 1854	624	279	46	143	34	30	34	29	48	151	98	308	291	435	545	34	...	3129
February "	1290	627	125	275	237	85	106	93	65	348	201	830	528	738	2252	74	...	7874
March "	362	164	25	62	50	27	22	22	24	103	50	220	182	225	556	67	...	2161
April "	174	101	13	34	28	13	11	10	8	42	33	115	96	110	348	13	...	1149
May "	797	472	56	112	98	45	66	40	32	156	145	527	291	597	1468	46	...	4948
June "	996	476	79	276	95	46	100	41	23	176	306	508	294	478	1286	56	...	5236
July "	1601	937	159	406	208	81	160	81	38	420	565	812	528	919	2320	70	...	9305
August "	1028	574	92	199	136	61	106	70	24	411	415	555	447	677	2303	44	...	7142
September "	1269	596	127	230	132	66	182	79	16	368	665	598	541	710	3751	42	...	9372
October "	1484	883	183	256	219	110	250	112	28	647	716	685	668	872	2549	65	...	9727
November "	619	278	74	110	92	47	59	33	8	308	245	422	322	404	1214	47	...	4282
December "	389	145	51	69	22	25	49	19	7	105	196	184	162	228	715	20	...	2386
January, 1855	805	392	64	110	214	48	69	50	8	186	162	608	357	468	935	94	...	4570
February "	174	100	17	65	22	9	12	21	3	62	88	159	134	185	596	20	...	1667
March "	83	43	12	16	10	6	5	2	...	32	23	74	49	44	225	15	...	639
April "	398	160	29	41	48	15	48	18	2	48	130	370	248	359	651	29	...	2594
May "	724	331	50	69	48	39	86	34	22	291	223	399	338	485	908	53	...	4100
June "	1047	405	71	95	99	35	108	45	14	355	280	581	607	446	1157	101	...	5446
July "	428	98	8	24	61	6	39	22	7	105	65	141	153	171	346	30	...	1704
August "	508	156	37	35	59	11	26	5	6	108	65	298	165	171	277	14	...	1941
September "	402	36	4	10	16	6	11	...	2	91	89	208	217	182	314	31	...	1619
October "	612	211	9	46	53	14	49	4	11	128	165	258	418	391	203	23	...	2595
November "	194	116	12	32	27	9	24	3	1	40	32	206	153	139	206	19	...	1213
December "	100	5	5	15	6	2	5	3	...	6	4	59	87	40	231	3	...	571
January, 1856	36	36	...	3	24	9	36	11	3	8	36	22	4	5	2	10	...	245
February "	...	4	...	...	...	...	...	...	...	...	4	2	10	...	...	...	...	20
March "	261	41	4	10	27	9	30	16	2	52	44	264	89	135	338	37	...	1359
April "	137	20	2	21	8	5	2	1	1	30	12	62	41	81	140	8	...	571
May "	105	10	...	5	4	1	1	...	1	18	2	41	41	82	173	...	...	434
June "	150	49	14	36	6	5	7	2	2	35	12	74	61	207	108	26	...	794
July "	236	129	12	83	13	12	11	6	2	46	58	184	154	313	515	22	...	1796
August "	77	5	...	5	21	3	9	...	2	1	7	55	30	29	103	4	...	351
September "	19	...	...	3	...	...	...	...	...	1	5	4	...	11	227	2	...	272
October "	225	57	30	46	37	3	27	2	1	40	61	54	53	109	284	21	...	1050
November "	382	104	32	50	35	7	16	5	3	76	116	266	167	378	848	59	...	2544
December "	870	197	24	135	112	23	65	12	14	111	99	495	369	544	1094	69	...	4233
January, 1857	691	258	46	51	171	35	66	37	9	150	217	464	304	566	1359	31	57	4492
February "	1049	416	73	110	182	35	98	30	16	274	300	546	347	723	1326	53	15	5587
March "	1386	439	96	146	215	59	136	39	19	323	417	622	684	1023	2957	58	171	8790
April "	177	87	22	48	38	10	29	7	6	99	74	106	98	162	295	9	40	1301
May "	302	108	25	67	34	9	24	4	4	115	32	62	203	195	1073	26	...	2283
June "	566	172	18	62	57	20	27	1	8	127	99	242	257	319	594	26	250	2845
July "	405	149	23	41	51	18	36	16	1	107	75	115	156	248	539	20	...	2000
August "	261	75	11	49	35	4	23	...	1	46	22	90	106	119	342	16	141	1341

September "	125	33	2	9	8	5	9	...	2	10	14	49	19	40	123	1	119	567
October "	18	9	4	16	5	...	1	...	...	7	5	26	21	47	194	4	198	555
November "	78	9	...	9	1	...	...	...	...	3	3	6	9	13	42	...	...	173
December "	237	15	1	24	20	...	6	...	1	16	16	69	49	62	375	...	1566	2457
January, 1858	22	...	...	...	2	...	...	...	...	...	...	6	10	8	34	2	269	343
February "	119	44	6	1	16	1	26	11	...	29	...	37	99	74	356	21	167	1007
March "	257	63	13	25	28	14	19	...	...	34	9	91	110	104	330	5	843	1945
April "	166	61	7	10	8	4	31	8	...	24	9	46	83	79	214	6	633	1409
May "	40	9	6	5	3	6	19	...	...	7	...	15	18	12	33	...	624	797
June "	80	19	...	1	7	4	1	...	...	16	...	116	28	49	90	3	876	1290
July "	88	35	9	23	4	1	...	...	...	17	12	26	53	41	166	...	503	978
August "	269	124	26	28	6	4	36	...	...	...	...	119	197	83	347	1	350	1590
September "	118	6	...	...	4	12	5	2	...	14	4	67	77	52	145	...	465	971
October "	10	...	...	...	2	...	...	1	...	...	...	4	12	6	32	2	574	643
November "	358	126	16	54	12	13	68	4	...	17	6	155	138	158	393	33	630	2181
December "	40	16	3	5	6	2	7	1	2	28	24	31	18	78	95	11	2111	2478
Total to 31st December, 1858	29626	12105	2160	4817	3742	1403	2694	1184	689	7355	7499	16446	12532	18495	45830	1804	10602	178,983
Deduct volumes returned for exchange, &c.																		616
																		178,367
Volumes sent to Mechanics' Institutes, &c., not included in the above																		5,900
Grand Total, Library Books, &c., despatched, to 31st December, 1858																		183,267

The Mechanics' Institutes which have received Libraries from the Depository, and the number of Volumes sent to each, are, in alphabetical order, as follows :—

	Vols.	*Years.*		*Vols.*	*Years.*
Baltimore	75	1858	St. Catharines	60	1854
Berlin	158	1855	Thorold	300	1858
Chatham	313	1853–4	Toronto	275	1856
Cobourg	350	1856	Vankleekhill	106	1858
Collingwood	46	1857	Whitby	244	1857–8
Fonthill	137	1858			
Lindsay	106	1858	Total	3256	
Guelph	372	1853–4			
Huntingdon, C. E	150	1855	Books were also sent to Leeds and Grenville Agricultural Society	208	1855
Milton	68	1858	McGill College, Montreal	200	1857
Napanee	27	1857	Sarnia Dialectic Society	82	1858
Newmarket	37	1858	Southwold Agricultural Society	23	1856
Oakville	250	1856	Various other institutions, &c	131	1851–8
Port Perry	109	1858			
Smith's Falls	73	1857–8		5900	

XII. Table O.—Maps, Apparatus, Prize Books.—(Pages lxxxiv.-xcvii.)

Table O. shows the amount which has been expended in providing Maps, Apparatus, and Prize Books for the schools, and the number supplied. The appropriations from the Clergy Reserve Fund in 1857, which had added so much to the Libraries, added proportionally to the amount expended for Maps, Apparatus, and Prize Books. Nevertheless, the amount provided and expended under this head, in 1858, was $11,810—$6,308 less than the sum appropriated in 1857.

The number of Maps of different kinds as detailed in the Table sent out in 1858, was 2,201; the number of Globes, Orreries, Tellurians, sets of Apparatus, and various articles was 1,474, including 3 complete sets of Meteorological Apparatus;* the number of sheets of Natural History and Phenomena, Scripture History and other Object Lessons was 12,350; the number of Prize Books was 8,045—being an increase under this head of 5,488 volumes.

Summary and General Remarks relative to the system of providing Public Libraries, Maps, and School Apparatus.

It was not until 1853 that provision was made by law for apportioning one hundred per cent. upon all contributions by Municipalities and School Sections from local sources, to encourage and aid them in procuring Libraries for their Schools, and not until 1855 that a similar provision was made for providing Maps and Apparatus. During the previous years the Municipal and School authorities were supplied with school requisites at cost prices, but without the apportionment of one hundred per cent. upon their contributions. So though Mechanics' Institutes are supplied with Library Books, and professional teachers and schools are supplied with classical school books at the net catalogue prices, no apportionment from the Library and Apparatus Grants is allowed to them.

To give a summary view of what has been done to supply the Municipalities and School Sections with Libraries, Maps and Apparatus, the following Table has been prepared:

* A set of Meteorological Instruments, &c., consists of: 1 Self-Registering Maximum Thermometer, 1 Minimum Thermometer, 1 Standard Barometer, 1 Hygrometer; manufactured by Negretti & Zambra, London; Rain Gauge, Drew's Meteorology, Glaisher's Hygrometrical Tables, Record Book, Book of Instructions, Register, Abstract Book, Plan of Stars, &c., Wind Vane procured at the Station.

A list of the Meteorological Stations at the Senior County Grammar Schools to which these instruments have been sent will be found in Table H., page lx.

TABLE showing the value of articles sent out from the Educational Depositories during the years 1851 to 1858 inclusive.

Year.	Articles on which the one hundred per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus dispatched.
	Public Library Books.	Maps, Apparatus and Prize Books.		
	$ c.	$ c.	$ c.	$ c.
1851.....	.....	.....	1414 25	1414 25
1852.....	.....	.....	2981 13	2981 13
1853.....	.....	.....	4233 14	4233 14
1854.....	51376 23	.....	5514 18	56890 41
1855.....	9947 15	4655 53	4389 40	18992 08
1856.....	7275 82	9320 87	5726 76	22323 45
1857.....	2200 92	18118 28	6459 20	26778 40
1858.....	3982 99	11810 28	6972 05	22765 32
Total...	$74783 11	$43904 96	$37690 11	$156,378 18

Tables N. and O. (Pages lxxviii. and lxxxiv.) show how extensively and in what detail this work is diffused to the various Municipalities. In this connexion the following facts may be noted:—

1. That the books for Libraries, and Maps and Apparatus of every description, are furnished to the remotest Municipalities and School Sections in Upper Canada, at lower prices than they are retailed to the public in London, Edinburgh, Boston, New York, or Philadelphia; in addition to which one hundred per cent. is added to the local contributions of our Municipalities and School Sections for these purposes.

2. That all the text-books used in the schools (except the classical, and one or two others,) are *printed* in Canada, and mostly on paper of Canadian manufacture; and nearly all the Maps and Apparatus, (such as Globes, Orreries, Tellurians, &c. &c. &c.,) are manufactured in Canada, after having been carefully revised or improved under the direction of the Department. Copies and models are furnished by the Department to the publishers and manufacturers, and they are allowed to use them at their discretion in producing articles for sale to all individuals and families desiring them, while the Department confines its supplies to the Municipalities and School Sections. It is highly creditable to the parties engaged in this publishing and manufacture, to state, that their work is generally not only equal in point of excellence to that of the English and American makers, but, in many cases, it is quite superior, and, at the same time, cheaper.

3. That this method of creating and developing Canadian manufactures of articles seldom produced in a new country, and of supplying the Municipalities

and School Sections with Libraries and all the appliances of school instruction, must largely contribute to the improvement of the schools, and to the intellectual and social advancement of the country.

XIII. Superannuated Teachers. (*Pages* xcviii–cix.)

Table P. contains a list of the Superannuated or worn out Common School Teachers, who have been admitted as pensioners on the small grant which has been made for their relief; the age and abstract of the case of each pensioner, &c. It will be seen that the aggregate number of the pensioners is 170, of whom 15 have already died. The average age of the 155 survivors is 65 years, and their average period of service 21⅞ years. Of these pensioners, 54 are members of the Church of England; 50 members of the Presbyterian Churches; 27 of the Church of Rome; 18 of the Methodist Churches; 5 of the Baptist Churches, &c. &c.

The maximum of the sum allowed as a pension is at the rate of six dollars for each year that the pensioner has taught a Common School in Upper Canada; but the number of the admitted claimants is so large in proportion to the sum to be distributed, ($4,000, besides subscriptions,) that the amount available for each pensioner is less than two dollars for each year he has taught. No new claimants are admitted except those who pay their annual subscriptions according to the regulations; and comparatively few teachers seem to avail themselves of the privilege. As the existing pensioners die, those who survive will, of course, receive a larger dividend; and the teachers who subscribe will be materially assisted when they become worn out, as none but subscribers will hereafter be entitled to participate in the fund. The official regulations in regard to Superannuated Common School Teachers will be found in the Appendix E., page 156.

Tables from Q. to U. inclusive, (pages cx–cxxxvi,) present a complete view of the receipts and expenditures of school moneys for every purpose and school authorized by law; as also a statistical abstract (Table S.) exhibiting the comparative state and progress of education in Upper Canada from 1842 to 1858 inclusive.

XIV. References to the Appendices.

Appendix A. (pp. 1–84) contains extracts from local reports, to which I have already referred, p. ii.

Appendix B. (pp. 84–95) contains a very valuable paper from the Rev. H. Mulkins, on *Prison Libraries*, and the operation of the Library in the Provincial Penitentiary. This is followed by several other brief reports from the Governors and other officials of Gaols, in which the Department has aided the authorities to establish libraries.

Appendix C. (pp. 95–123) contains a lucid report, with useful suggestions, *on the state and progress of* the Grammar Schools, by the Rev. W. Ormiston, A.M.,

sole Inspector of Grammar Schools for 1858; also a statement of the objects and regulations of the *Model Grammar School*, and the Programme of Studies, Text Books and Regulations of the Grammar Schools of Upper Canada.

Appendix D. (pp. 123–135) states the origin and progress of the Provincial *Normal School*, its Regulations, and the Programme of Studies.

Appendix E. (pp. 135–159) contains the General Regulations relative to the Common Schools of Upper Canada, the duties of County and Township Councils, Trustees, County Boards, Local Superintendents, Teachers, &c., together with the Revised Programme for examination and classification of Teachers, a Special Notice to Teachers, and the Forms and Regulations for Superannuated Teachers.

Appendix F. (pp. 159–166) contains the apportionment of Legislative School Grants for the current year, 1859.

Appendices G. and H. (pp. 166–172) contain Circulars and Addresses.

Appendix I. (pp. 173–175) explains the principles on which Books for the Public Libraries have been selected, and the regulations according to which Library and Prize Books, School Maps, and Apparatus are furnished to the Municipalities and Schools.

Appendices J. and K. (pp. 175–179) contain a brief statement of the character and objects of the Educational Museum for Upper Canada, and the Building and Rooms in which it is established. I regret not having been able to procure in time for this report, an engraving of the Model Grammar School Building.

In the extracts from my report for 1856, published separately, I gave an engraving of the Educational Museum at South Kensington, London, established by the Committee of Her Majesty's Privy Council on Education, and some account of it, together with a statement of the origin and objects of our own Educational Museum. I need not therefore enlarge upon the subject again in this report. I may observe that the influence of the Museum quite corresponds with that which is said of the Educational Museum in London. The number of visitors from all parts of the country, as well as from abroad, has been considerable; and the greatest satisfaction and delight has been generally expressed with the contents of the Museum. But the establishment of the School of Art and Design is essential to the practical use of a large portion of the contents of the Museum and the full accomplishment of its objects.

Appendix K. (pp. 180–200) contains an account of the Department of Public Instruction and its duties, together with a list of the Local Superintendents appointed by the County Councils to inspect the schools and administer the law. The Department has frequent communication with the 463 Municipal Councils,

with great numbers of the Trustees and Teachers of the 3,866 schools, besides the 303 Local Superintendents. The letters *sent out* per annum from the Department (not including circulars) have increased since 1850 from 720 to 4,627.

Of the 303 Local Superintendents of schools appointed by the Municipal Councils, 166 are Laymen, and 137 are Clergymen. Of the latter, 43 are Clergymen of the Church of England, 2 of the Roman Catholic Church, 57 of the Presbyterian Churches, 12 of the Methodist Churches, 15 of the Baptist Churches, 5 of the Congregationalist Churches, and 3 not ascertained.

XV. General and Concluding Remarks.

Having thus given a statistical and practical view of the state of the Schools, and the working of the system, I have now to offer some remarks on two or three features which some writers continue to mistake and misrepresent.

1. The first relates to the Question of Religious Instruction in the Public Schools. I discussed this question at length in my last report, as also in some preceding reports. I need not discuss the question again at length in this place; but think it proper to furnish anew the antidote to the representations which some writers persist in making, when they oppose the Public School system upon the ground that it is opposed to that religious education which it is the duty of every Christian parent to give to his children: whereas, so far have I been from regarding religious education as a secondary duty or interest, or establishing a system which ignored it, I have on every occasion insisted upon the religious education of youth as the first duty of parents,—as the first interest of the country, and of the individuals of its rising and future generations; and these objects have been regarded as permanent, so far as the State has power to promote them, in the construction of the School system in all its details. In a letter, dated 14th July, 1849, and addressed by me to the late Hon. R. Baldwin, C.B., then Premier of Upper Canada, I employed the following strong language:

"Be assured that no system of popular education will flourish in a country which does violence to the religious sentiments and feelings of the Churches of that country. Be assured, that every such system will droop and wither which does not take root in the Christian and patriotic sympathies of the people—which does not command the respect and confidence of the several religious persuasions, both ministers and laity—for these in fact make up the aggregate of the Christianity of the country. The cold calculations of unchristianized selfishness will never sustain a School System, and if you will not embrace Christianity

in your School System, you will soon find that Christian persuasions will commence establishing Schools of their own; and I think they ought to do so; and I should feel it my imperative duty to urge them to do so."—*Correspondence between Members of the Government and the Chief Superintendent*, 1850, *page* 54.

In my last report, I introduced a lengthened discussion of the question with four paragraphs, in which, after referring to the supreme importance of the subject, I distinguished between the delegated powers and functions of the State, and the Divine rights and duties of the Parent and the Church in regard to the bringing up of the rising generation; and according to that natural and Divinely appointed *division of labour* is our School System constructed, and are the three-fold labours of the State, the Parent, and the Church, combined in the elementary education of the children and youth of the land. The paragraphs referred to, are as follows:

"1. Man has a higher destiny than that of States; for these are born, and live, and die upon the earth,—man survives the earth, and is created for higher employment and higher distinctions and happiness than the earth affords. It is not state legislation that makes known to man his high destiny, nor state law that qualifies him for it. It is religious truth that reveals to him his immortal nature, and provides the proper food for its nourishment and perfection. Religious instruction is, therefore, an essential part of the education of every human being. The absence of religious instruction in youth is the precursor of the absence of religion in manhood. It is, therefore, alike the Divine command and the instinctive dictate of enlightened piety, "to bring up children in the nurture and admonition of the Lord."

"2. There is then no difference of opinion, there is no question, as to the necessity and importance of religious instruction for the youth of the country. But the question is, to whom is the Divine command to provide for it given—to the parent or to the State? It is clearly the duty of the State to provide for the security of life and property, and therefore to punish all crime that endangers the one or the other. It is clearly within the province of the State to provide for its own safety, and to do much for the well-being of man in his temporal and social relations; and as education is essential to the security of government, the supremacy of public law, and the enjoyment of public liberty, as well as to the individual interests of the members of the community, it becomes the duty of the State, or of the people in their civil capacity, to provide for it. This the State can do; this is within its legitimate province; this is the common interest of all as men.

"3. But as there is a destiny, so there is a mission higher than that of States. The State is not the individual parent of the child, nor is the State the Christian Church; nor was it intended to supersede either the parent or the church. The

functions of the parent and of the church are prior to and above those of the State. It is not to the State that the command was given, to "preach the Gospel to every creature," and "bring up children in the nurture and admonition of the Lord." Though religion is essential to the welfare of the State, and even to the existence of civil government and civil liberty, the State is not the Divinely appointed religious instructor of the people. Nor can the State perform that work without determining the kind of religious instruction to be given, and appointing the religious instructors. This may be done where the State is the Church and the Church the State, as in the Roman States of Italy and in Turkey; but it is at the expense of all civil and religious liberty on the part of the people. It may also be done where but one form of religion is established and supported by the State, and where the clergy are officers of State; but in such circumstances there is no provision for dissentients, educationally or religiously, except at the expense of their religious rights and convictions. In none of these cases is there any instance in which civil or religious freedom has been enjoyed, or the people of a country educated; on the contrary, in every instance, the mass of the people have grown up in ignorance, and in most instances a government of absolute and oppressive despotism has prevailed.

"4. There remain but three other courses of action. The *first*, is to do as has been done in some of the neighbouring States, namely, to ignore religion altogether in a system of Public Instruction; an example that I should lament to see followed, or even to think of as necessary, in Upper Canada. The *second* is, to commit the public schools to the care of the religious denominations, as has been attempted in England, where £600,000 sterling are granted by Parliament for elementary education, and where there are only some 700,000 children in the schools, out of upwards of 4,000,000 children of school age. The *third* course is, for the State to provide for the education of the youth of all religious persuasions in *secular subjects* and at *the same time to provide facilities by which such religious instruction may be given to the children of each religious persuasion as is desired and provided for by their respective parents and pastors.* This is the system which was proposed and established for Ireland in 1831, but which now exists in only 1600 out of the 5000 schools aided by the National Board of Education in Ireland. This is the system which has been established in Upper Canada, and which now prevails, with the single exception of the 104 Separate Schools. In this system, as was the case in Ireland in regard to all the National Schools, the Commandments are taught, the daily exercises of the school are allowed and recommended to open and close with a recognition of Almighty God in such form of thanksgiving and prayer as the authorities of each school prefer, but no pupil is compelled to join in them contrary to the wish of his parents or guardians; the rights of conscience in regard to each child are equally protected; each parent's authority and wishes are supreme on the subject, and provision is made by which each child can receive religious instruction according to the wishes of his parents or guardians, and from

his own pastor or his authorized representative. The authorities of each school decide what version of the Scriptures shall be read at the opening and close of the daily exercises of the school, or whether any version shall be used. The Forms of Prayer prepared for the convenience of Local School Authorities who wish to use them, consist of collects and petitions, which are used alike in both Roman Catholic and Protestant Churches; but it is at the discretion of the authorities of each school to use those or any other form of prayer they think best.* There is no compulsion in the matter; nor has the State any right to compel in matters of religion. The State aids parents in the teaching of their children the *secular subjects* of a necessary education during six or seven hours each week-day, but, the *religious part* of the education of children as well as their food and clothing and their education during more than two-thirds of each week-day and the whole of Sunday, must rest exclusively with parents and their clergy, who, both by the injunctions of Scripture and their respective books of faith and discipline, are required to teach their children their catechisms and "bring them up in the nurture and admonition of the Lord." [*Page* 18–24, *Report for* 1857.]

In my report for 1851, I thus explained how the principle of religious education should be recognized and provided for in respect to both day schools and the higher seminaries of learning, and the relations of the State, Parents and Christian denominations in regard to each class of educational institutions:

"I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfil its acknowledged rules and obligations for the religious instruction of its own youth, than by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors and parents of the different religious persuasions. The common day school and its teacher ought not to be burthened with duties which belong to the pastor, the parent, and the church. The education of the youth of the country consists not merely of what is taught in the day school, but also of what is taught at home by the parents, and in the church by the pastor. And if the religious part of the education of youth is, in any instance, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the express commands of the Holy Scriptures. In all such cases, pastors and parents are the responsible, as well as guilty parties, and not the teacher of the common school, or the common school system.

"But in respect to colleges and other high seminaries of learning, the case is different. Such institutions cannot be established within an hour's walk of

* See the Regulations on the subject of Religious Instruction in Schools, in Appendix to this Report, [1858] pp. 136—138.

every man's door. Youth, in order to attend them, must, as a general rule, leave their homes, and be taken from the daily oversight and instructions of their parents and pastors. During this period of their education, the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such institutions. Youth attending colleges and collegiate seminaries are at an age when they are most exposed to temptation—most need the best counsels in religion and morals—are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period and under such circumstances, youth needs the exercise of all that is tender and vigilant in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from their pastor and parent. Hence what is supplied by the parent and pastor at home, ought as far as possible, to be provided in connection with each college abroad. And, therefore, the same reason that condemns the establishment of public denominational day schools, justifies the establishment of denominational colleges, in connection with which the duties of the parent and pastor can be best discharged.

"Public aid is given to denominational colleges, not for denominational purposes, (which is the special object of denominational day schools,) but for the advancement of science and literature alone, because such colleges are the most economical, efficient and available agencies for teaching the higher branches of education in the country; the aid being given, not to theological seminaries, or for the support of theological professors, but exclusively towards the support of teachers of science and literature. Nor is such aid given to a denominational college until after a large outlay has been made by its projectors in the procuring of premises, erecting or procuring and furnishing buildings, and the employment of professors and teachers—evincive of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an institution." [*Page 24, Report for* 1857.]

It is thus seen that I have not ignored religion even in regard to Seminaries and Colleges, and that in no instance, and in no respect, has *religious* education been ignored or overlooked in our system of elementary schools, but that the State, or people collectively, propose to do what never has and never can be otherwise done by other parties,—namely, provide the means of day school instruction for all the children of the land; and it then provides facilities to enable both parents and pastors to do what the State, or people collectively, cannot do, but what Jehovah Himself has commanded parents and pastors to do,—namely, "to train up children in the nurture and admonition of the Lord." If the State, or people collectively, are responsible for the one, parents and pastors individually, are responsible for the other. They have no right to impose upon the State, or upon any State teacher, what God hath enjoined upon them, any more than the State has a right to usurp the religious functions of the Parent or the Church.

But were the authorities and supporters of the schools disposed to carry even to the schools, *mixed religious* teaching to a greater extent than has been proposed, there would be no compromise of religious faith in their doing so; since there is no difference in the essentials of faith, any more than of words, among all the religious persuasions of Upper Canada, except one or two small congregations of Unitarians and Jews. It is known that the "Symbol of Faith," or "Apostles' Creed," is the same, *verbatim et literatim*, in the Roman Catholic, as in the Protestant Churches. To show the extent to which this Apostles' Creed expresses the Faith of the religious persuasions of Christendom, I quote the following account of a general meeting for prayer and supplication, lately held in one of the Protestant Episcopal Churches of Philadelphia, and published in the Protestant *Episcopal Recorder:*

"Dr. Nevin, of the Presbyterian Church, (Old School) rose and stated, that the Apostles' Creed was one of the symbols of his branch of the Church, and it might be of all the churches represented, and proposed that Mr. Cracraft, (the rector) should repeat it as the creed of the meeting, all standing and joining in it. Instantly every individual of the vast assemblage rose to his feet, and every voice responded, while the minister said:

"'I believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ his only Son, our Lord, who was conceived by the Holy Ghost, Born of the Virgin Mary, Suffered under Pontius Pilate, Was crucified, dead, and buried; He descended into hell; the third day He rose again from the dead: He ascended into heaven, and sitteth on the right hand of God the Father Almighty; from thence He shall come to judge the quick and the dead. I believe in he Holy Ghost; the Holy Catholic Church; The Communion of Saints; The Forgiveness of sins; The Resurrection of the body, And the Life everlasting, Amen.'

"Nearly two thousand people—Episcopalians, Presbyterians, (Old and New School,) Seceders, Covenanters, Dutch Reformed, German Reformed, Baptists, Methodists, Lutherans, Moravians, Independents—all repeated with the simplicity of children, this grand old formula which has come down to us on the stream of ages—'I believe in God, the Father Almighty!' Even a calm spectator, not easily excited, and standing aloof from any enthusiasm of the moment, could not but be moved. As the 'Apostles' Creed,' is the only uninspired summary of Christian doctrine in which all these churches believe, it seemed like an Act of Union of the Church Universal. It brought startlingly, and judging from the appearance of the congregation, affectingly to every individual, the idea so much lost sight of, that in all that is essential, these Christians, cut up into what are called *sects*, are in fact one."

Here is a platform of common faith, as the Ten Commandments furnish a

common platform of morals. There may be rival sects and parties among Protestants, as there are rival orders and parties in the Roman Catholic Church; but as the latter all rally under the standard of one Pope, and aim at a common object, so the former all rally under the standard of one Bible, and aim also at a common object. Yet both great divisions of Christendom avow a common Symbol of Faith, professedly received by them from the Apostolic Churches, and can therefore, without any compromise on either side, combine to teach their children the *faith*, as well as *morals* of the Apostles. It is only when they wish to teach their children what is not contained in the creed of the Apostles, or Ten Commandments, that they are *compelled* to separate. It is true that they differ in forms of worship and in matters of ecclesiastical discipline and procedure; but these form no part of the Apostles' Creed, or of the Ten Commandments, or of the Lord's Prayer, and therefore need not be taught in Schools of Apostolic Faith, of Apostolic Morals, and of Apostolic Charity.

I make these remarks to show, how far even *combined religious* teaching could be carried in the public schools, did not adverse jealousies and influences prevent it; but this is not involved in our common school system, which recognizes and provides facilities for *separate religious teaching*, under the direction of Parents and Pastors, whom God has appointed to teach children, as well as others, those Truths which are able to "make them wise unto salvation."

The School System, therefore, instead of ignoring religious education, as has been most unjustly asserted, recognizes it,—is based upon it,—provides for it, by giving to God, or the Church, the things that are God's, at the same time that it gives to Cæsar, or the State, the things that are Cæsar's; it assumes and maintains inviolate the Divine right and duty of the Parent and Pastor, while it provides for the human duty of the Teacher and the State; in its every school it is the voluntary creation of its supporters, the expression of their will, and the benefactor of their offspring.

2. A second point on which I beg to remark, is

THE DEFECTIVENESS OF OUR MUNICIPAL LAW IN REGARD TO VAGRANT AND IDLE CHILDREN IN CITIES, TOWNS AND VILLAGES.

In most of these municipalities, *free schools* have been established by the rate-payers, (who alone, have power to decide upon the mode of supporting their schools)—that is, schools to which all contribute according to their property, and to which all residents between the ages of five and twenty years have an equal right of access, without further payment of fee. But some of the largest rate-payers naturally object to this mode of supporting the Schools, unless means are employed to secure to all the children, especially to the more needy classes, the benefit of the Schools; that numbers of children are idle in the streets, quarrelling, swearing, and pilfering, and being sent to prison, while Schools are provided, supported, and open for their reception. Some have even objected to the School

system on this ground. But it is clear that the Schools cannot be accountable for the conduct of those who never enter them; and the statistics of youthful crime show, that scarcely one of the juvenile delinquents is, or ever has been a regular pupil of the Schools. Nor does any party under the School Law possess any power to *compel* parents to send their children to School any more than any party, by the common or ecclesiastical law, possesses power to compel attendance at a church, which has been built and opened *free* to all. The defect is not in the School System, or School Law, but in the *Municipal law*, by which each Municipal Council should be invested with power to impose penalties in all cases of street idleness and vagrancy, and to punish, or send to a House of Industry and instruction, all persons from the ages of six to sixteen or eighteen years of age who have no employment and attend no School. On this point, I beg to reiterate the remarks which I made in my last report:

"The rational objection is not that the people are municipally invested with too large powers for the education of the rising generation, but that those powers are still too limited to enable them to accomplish the great object desired—the education of all the youth in each Municipality. If ignorance is an evil to society *voluntary* ignorance is a *crime* against society. And if society is invested with power to relieve all from the evil of ignorance by providing for the education of all, the safety and interests of society, no less than the mission of its existence, require that it should be able to suppress and *prevent* the crime of *voluntary* ignorance by punishing its authors. If *idle mendicancy* is a crime in a man thirty years of age, why is not *idle vagrancy* a crime in a boy of ten years of age? The latter is the parent of the former. Why is not crime prevented by being punished and suppressed in its commencement, rather than be allowed to advance to the completion of manhood, ignorance, mendicancy and even theft, before being punished?

"In most European cities, except those of the Roman and Neapolitan States, street mendicancy, and especially idle mendicancy, whether in the young or old, is a crime punishable by law; and in many cities of Europe and in several States of Germany and Cantons of Switzerland, as also in some of the cities and towns of the neighbouring States, voluntary ignorance and idle vagrancy in youth is not less a crime, as it is a still greater evil to society. Why should it not be held as a crime, as well as an evil, in the cities and towns, and incorporated villages of Upper Canada? If society voluntarily and patriotically taxes itself to provide a free school for all the youth who will voluntarily enter it, why should it be prevented from sending to a school of reform, labour, and instruction, those who will enter no school, public or private, who pursue no labour, but are habitually committing the crime of idle ignorance and vagrancy, if not practising all kinds of vice? If parents cannot, or will not, prevent such crime in their own children, ought not society to do so? Ought it not to do so, and be empowered to do so, upon the double ground of self-protection and common humanity?" [*Pages* 26, 27.]

3. In conclusion, in my last report I compared the working and results of our School System with those of the School Systems of Great Britain and Ireland. I had intended in this report to institute a similar comparison between our School System and those in the principal neighbouring States; but I must defer this for another year. In the mean time, I trust the statistics and documents of this report, together with the observations with which I have thought proper to accompany them, furnish increased evidence that our School System, unanimously supported by successive Governments and Parliaments, and voluntarily sustained by the people in their several municipalities, is not less adapted than heretofore to teach self-reliance and self-government, to develop the spirit of liberty, in harmony with obedience to law, to unite Church and State in their appropriate and noblest work, to diffuse education and knowledge among all classes in the land, in connexion with the Christianity of the land.

I have the honor to be,

YOUR EXCELLENCY'S

Most obedient, humble Servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA,
Toronto, July, 1859.

PART II.

STATISTICAL REPORT,

1858.

Table A. THE COMMON SCHOOLS

	COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.						
		FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for all Common School purposes, 1858.
		For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill for Fees.	Balances and other Receipts.	
	Counties.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.
1	Glengarry	2479 26	... ...	2295 52	3257 50	3627 38	119 37	11779 03
2	Stormont	1629 00	... ...	1748 00	3150 68	1350 92	358 80	8237 40
3	Dundas	1838 00	12 00	2426 92	6733 24	1383 83	193 76	12587 75
4	Prescott	1478 46	31 75	2000 00	4190 51	521 63	... ...	8222 35
5	Russell	529 82	... ...	610 32	1961 91	736 95	1166 58	5005 58
6	Carleton	3042 64	108 50	3063 88	8982 89	4246 90	614 74	20059 85
7	Grenville	2184 22	10 13	2134 00	5512 27	3333 83	1810 30	14984 75
8	Leeds	3452 94	53 00	3398 53	7123 29	8858 60	2633 74	25520 10
9	Lanark	2908 00	287 50	2908 40	8224 09	4767 52	851 83	19947 34
10	Renfrew	1403 00	309 20	1509 82	5831 95	1268 25	475 79	10798 01
11	Frontenac	2263 40	19 34	2188 00	10032 24	2204 69	956 18	17663 85
12	Addington	1728 75	11 00	1795 00	5992 08	2315 78	967 28	12809 89
13	Lennox	776 00	16 25	960 00	2366 71	1792 28	615 65	6526 89
14	Prince Edward	1966 60	170 56	2260 00	8377 68	5496 53	1160 67	19432 04
15	Hastings	3439 86	160 99	3424 49	12815 07	5459 03	1287 54	26586 98
16	Northumberland	3291 22	95 81	3268 80	15362 88	5590 88	3140 70	31240 23
17	Durham	3152 80	132 30	3153 50	18534 39	3759 17	2496 61	30228 77
18	Peterboro'	1778 00	164 52	2195 77	7943 03	3445 47	313 24	15840 06
19	Victoria	1641 00	89 25	1690 00	9554 70	1699 85	145 57	14820 37
20	Ontario	3359 20	173 01	3361 20	13910 58	9440 86	5013 20	35258 05
21	York	6333 01	448 00	6481 00	28761 80	11200 66	4561 27	57665 96
22	Peel	2710 00	83 51	2710 90	14995 40	6065 26	1493 23	28058 30
23	Simcoe	3488 10	397 01	4727 35	13546 13	8224 14	8705 09	39087 82
24	Halton	2186 00	168 99	3504 77	9076 51	4471 35	1514 89	20922 51
25	Wentworth	2659 00	112 21	2659 00	13886 17	6764 78	1663 51	27744 67
26	Brant	1969 00	95 89	2100 00	7935 93	8842 55	1872 41	22815 78
27	Lincoln	2005 28	191 49	2480 00	7133 14	5976 97	2544 89	20281 77
28	Welland	2000 20	77 38	3062 45	8253 10	6688 21	3901 60	23982 94
29	Haldimand	2213 44	122 88	2596 00	8560 55	7431 89	3848 16	24772 92
30	Norfolk	2607 27	35 00	2603 00	13150 78	3779 03	1514 90	23689 98
31	Oxford	3647 00	176 02	3647 00	22498 46	6470 85	4229 30	40668 63
32	Waterloo	3279 73	209 97	4895 16	19025 27	3554 23	4495 05	35459 41
33	Wellington	3320 60	297 30	4802 75	16890 84	3666 11	3474 72	32452 32
34	Grey	1750 00	51 03	2490 00	9272 12	815 92	1671 41	16050 48
35	Perth	2566 92	124 57	3205 09	14194 13	1713 35	3842 29	25646 95
36	Huron	3261 00	323 59	3333 14	23145 14	2921 37	1629 16	34613 40
37	Bruce	1372 24	100 25	1286 50	7223 75	752 75	1511 84	12247 33
38	Middlesex	4277 36	254 75	4244 77	20110 45	8887 16	5322 43	43696 92
39	Elgin	2815 00	142 00	2820 00	14208 25	3784 97	2783 72	26553 94
40	Kent	2162 89	50 50	2139 35	11238 19	2789 53	1769 52	20149 98
41	Lambton	1770 00	112 63	2200 00	19135 91	2122 34	2423 70	27763 58
42	Essex	2021 93	67 20	2387 08	9799 04	1168 61	882 04	16326 50
	Total	104658 25	5487 28	116718 06	472399 38	179382 38	88975 68	967621 03
	Cities.							
1	Toronto	6443 36	242 85	28672 00	... ...	....	1284 55	36642 76
2	Hamilton	2434 80	155 21	18660 00	... ...	2625 77	10799 24	34675 02
3	Kingston	2213 25	... ...	8918 00	800 72	142 99	913 64	12988 60
4	London	1591 45	... ...	9991 98	261 75	47 ...	5092 46	16984 64
5	Ottawa	2075 20	... ...	4000 00	... ...	618 64	3389 86	10083 79
	Total	14758 06	398 06	70241 98	1062 47	3434 40	21479 75	111374 79
	Towns.							
1	Belleville	939 04	... ...	2557 54	3989 26	11 00	594 95	8091 79
2	Bowmanville	220 00	50 88	2020 00	....	537 96	160 26	2989 10
3	Brantford	555 19	... ...	5863 33	77 00	1552 73	4730 91	12779 07
4	Brockville	643 00	... ...	2745 00	....	....	....	3388 00
5	Chatham	383 15	50 00	2039 93	105 00	743 60	501 82	3823 50
6	Cobourg	452 98	61 37	2300 00	2300 00	580 93	199 26	5894 54
7	Collingwood	In Tp.	....	....	....	....	....	....
8	Cornwall	190 00	... ...	1000 00	....	196 00	242 42	1558 42
9	Dundas	530 13	10 69	362 90	....	547 75	4100 22	5551 69
10	Galt	277 00	12 02	4190 68	....	....	2183 65	6663 35
11	Goderich	280 00	20 ...	2800 00	....	....	1489 13	4589 13
12	Guelph	631 20	14 51	2393 60	....	789 50	725 14	4603 95

OF UPPER CANADA, 1858. Table A.

EXPENDITURES BY LOCAL SCHOOL AUTHORITIES.

	For Teachers' Salaries.		For Maps, Apparatus, Prizes and Libraries, including 100 per cent.		For Sites and building School-houses.		For Rents and Repairs of School-houses.		For School-books, Stationery, Fuel, and other expenses.		Total Expenditure for all Common School purposes, 1858.		Balances unexpended.	
	$	Cts.	$	Cts.	$	Cts.	$	Cts.	$	Cts.	$	Cts.	$	Cts
1	9883	11	8	00	1617	89	270	01	121	51	11300	52	478	51
2	6843	10	...	...	500	76	141	36	138	03	7623	25	614	15
3	10082	25	...	...	393	47	265	43	305	04	11070	19	1517	56
4	6702	63	24	00	781	02	225	74	131	69	7904	78	317	57
5	2673	39	2	00	1895	53	100	40	91	70	4763	02	242	56
6	14530	76	217	00	290	38	299	33	329	16	17667	63	2401	92
7	10776	67	57	46	868	81	485	10	15	33	12153	37	3831	38
8	18289	93	106	00	2563	12	743	91	346	38	22049	33	3479	77
9	15523	30	575	00	1057	03	396	86	51	46	17593	35	2853	99
10	5262	34	618	40	474	09	403	70	216	52	6974	96	3823	05
11	11366	97	38	68	2937	70	466	37	644	78	14556	40	3107	45
12	8382	66	22	00	1285	28	230	25	318	49	10238	08	2571	51
13	4233	69	32	50	550	18	180	27	197	40	5293	53	1323	36
14	14063	67	841	12	1256	64	496	09	1136	49	17314	01	2118	03
15	18830	98	321	98	2502	45	558	64	647	85	22861	90	3725	08
16	15723	40	191	62	2479	94	706	81	1753	80	23849	57	7390	66
17	21351	52	264	60	2791	14	654	02	1012	47	26073	75	4135	02
18	9808	57	329	04	1498	05	48	00	179	68	11863	43	3976	60
19	7620	19	178	50	283	24	546	64	395	16	9223	73	5596	44
20	21366	57	259	15	3512	40	942	26	1578	29	27592	77	7668	28
21	43420	52	896	00	4572	11	1401	05	4331	87	54421	55	3264	39
22	21479	15	179	49	1543	40	835	26	770	75	24806	05	3250	25
23	19371	55	794	02	4734	99	537	24	7536	42	32973	32	6114	59
24	16627	18	337	98	733	24	431	66	1752	51	19781	94	1140	57
25	19499	82	224	42	2517	26	1449	22	1006	17	24696	89	3047	78
26	17303	61	191	78	1222	45	474	45	1090	05	20282	34	2533	44
27	13924	77	383	98	1362	05	375	15	635	69	16681	64	3600	13
28	15619	84	154	76	99	44	430	85	1209	28	17514	17	6468	77
29	17598	91	245	76	699	85	455	02	1269	05	20268	59	4504	33
30	14825	23	71	75	1543	66	423	88	893	78	17161	30	6528	68
31	27046	34	352	04	6796	96	550	81	1996	09	36654	24	4014	39
32	24114	26	419	94	3963	90	780	05	2158	84	31436	99	4022	42
33	20839	51	594	60	2865	88	877	61	1642	21	26819	81	5632	51
34	8510	35	102	06	1869	04	609	17	1167	73	12258	85	3791	63
35	15605	29	249	14	3709	74	459	45	1515	73	21839	55	3867	60
36	25113	33	647	18	1779	90	861	63	961	06	29363	72	5249	68
37	9162	38	200	50	1686	36	351	22	472	10	11812	56	434	77
38	31107	29	509	50	2318	04	988	48	1371	66	36294	37	6302	55
39	16669	89	284	00	1629	66	380	83	1748	93	22083	01	4470	93
40	14535	97	101	00	300	45	210	28	934	55	16082	25	4067	73
41	17439	00	225	26	2028	28	579	56	1255	47	21527	57	6236	61
42	11943	87	140	40	705	11	577	36	419	52	13785	26	2541	24
	666611	18	16956	11	77119	90	22067	75	45660	40	816415	34	151205	69
1	13843	35	488	04	2138	78	1440	93	12130	45	32041	55	4601	21
2	13731	33	1337	24	.....	...	3123	87	3662	23	21853	67	12821	35
3	5283	63	46	00	4231	23	1344	81	1625	82	12535	49	453	11
4	7226	78	...	...	1176	70	374	25	1908	35	10686	08	6298	56
5	4885	38	36	00	414	92	610	50	1655	14	7595	94	2487	76
	46960	47	1895	28	7961	63	6893	36	20981	99	84712	73	26661	90
1	2368	01	.....	...	40	00	463	36	1214	94	3966	31	4005	48
2	2107	24	101	76	...	...	87	80	580	61	2877	41	111	69
3	3475	98	.....	...	4515	81	1128	16	3523	80	12643	75	135	32
4	2253	36	.....	...	.....	...	.....	...	432	00	2685	36	702	64
5	3080	00	160	06	.....	...	180	85	497	45	3908	28	15	23
6	2387	50	144	73	.....	...	404	55	323	63	3260	41	2634	18
7	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...
8	1080	00	.....	...	115	00	.....	...	205	25	1400	25	158	17
9	1567	11	21	38	2970	00	.....	...	418	18	4976	67	575	02
10	3442	37	24	04	392	37	.....	...	675	83	4534	81	2128	74
11	2205	00	40	...	1286	54	48	67	1033	72	4589	13	.....	...
12	2806	25	89	03	967	80	378	25	893	23	5684	65	919	80

Table A.—(*Continued.*) THE COMMON SCHOOLS

	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.						
		FROM LEGISLATIVE GRANTS.		FROM LOCAL SOURCES.				Total Receipts for all Common School purposes, 1858.
		For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate-bill for Fees.	Balances and other Receipts.	
	Towns (Continued.)	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.
13	Lindsay	In Tp.	... ...	....	....	....	....	....
14	Milton	In Tp.	... ...	....	....	....	....	....
15	Niagara	475 32	11 80	72 00	....	498 00	267 40	1972 52
16	Oakville	In Tp.	... ...	....	....	....	....	....
17	Owen Sound	142 00	... ...	1757 22	....	....	377 90	4377 12
18	Paris	293 72	23 13	7017 19	82 85	58 38	952 33	8427 60
19	Perth	265 28	... ...	265 28	....	407 25	5001 49	5939 30
20	Peterborough	486 36	... ...	900 00	....	629 96	833 73	2850 05
21	Picton	242 28	... ...	880 00	....	300 00	2187 33	3609 61
22	Port Hope	440 00	20 00	2473 25	....	1022 98	263 00	4219 23
23	Prescott	445 71	... ...	300 00	100 00	397 18	663 75	1906 64
24	Sandwich	In Tp.	... ...	....	....	....	....	....
25	Sarnia	100 00	13 32	700 00	....	282 75	711 32	1807 39
26	St. Catharine's	863 70	5 00	2496 00	300 00	335 39	1290 00	5290 09
27	Whitby	203 00	20 00	2700 00	....	492 60	180 50	3596 10
28	Windsor	129 00	5 00	1871 00	....	....	....	2005 00
	Total	9187 97	317 72	50352 92	8954 11	9313 96	27706 51	105833 19
	Town Municipalities.							
1	Amherstburgh	420 67	22 30	700 00	....	273 92	45 92	1462 81
3	Barrie	271 11	38 28	600 00	440 00	42 50	404 97	1796 86
3	Clifton	40 00	29 07	1430 67	54 00	160 81	75 05	1789 60
4	Simcoe	208 00	... ...	4680 00	....	....	3057 02	7945 02
5	Woodstock	288 00	15 00	1800 00	....	557 52	934 00	3594 52
	Total	1227 78	104 65	9210 67	494 00	1034 75	4516 96	16588 81
	Incorporated Villages.							
1	Berlin	147 00	....	1386 30	....	....	43 47	1576 77
2	Bradford	In Tp.	....	....	....	....	....	....
3	Brampton	115 00	....	1400 00	....	....	... 38	1515 38
4	Caledonia	104 00	35 10	880 00	....	405 00	29 88	1453 98
5	Chippewa	137 00	....	882 54	....	....	447 57	1467 11
6	Clinton	In Tp.	....	....	....	....	....	....
7	Elora	do	....	....	....	....	....	....
8	Fergus	do	....	....	....	....	....	....
9	Fort Erie	do	....	....	....	....	....	....
10	Ingersoll	200 00	....	6457 15	....	509 87	503 98	7671 00
11	Iroquois	In Tp.	....	....	....	....	....	....
12	Kemptville	196 00	106 00	866 45	....	273 60	357 18	1799 23
13	Kincardine	In Tp.	....	....	....	....	....	....
14	Mitchell	In Tp.	....	....	....	....	....	....
15	Napanee	155 36	....	100 00	....	154 16	844 41	1253 93
16	New Hamburg	In Tp.	....	....	....	....	....	....
17	Newcastle	125 00	....	125 00	....	320 37	1498 49	2068 86
18	Newmarket	In Tp.	....	....	....	....	....	....
19	Oshawa	150 05	....	1000 00	385 87	374 00	583 50	2493 42
20	Preston	144 40	20 10	1384 51	106 68	81 37	91 54	1828 60
21	St. Mary's	129 00	11 00	2000 00	2284 45	....	871 06	5295 51
22	St. Thomas	172 00	31 64	840 00	....	....	1594 48	2638 12
23	Smith's Falls	110 60	... ...	600 00	....	203 00	106 41	1019 41
24	Stratford	171 00	... ...	1900 00	....	....	670 72	2741 72
25	Streetsville	In Tp.	... ...	....	....	....	....	....
26	Thorold	244 26	6 00	2000 00	54 00	392 16	595 68	3292 10
27	Trenton	144 00	....	724 72	831 72	....	....	1700 44
28	Vienna	108 00	....	633 56	....	....	68 28	809 84
29	Waterloo	In Tp.	....	....	....	....	....	....
30	Yorkville	140 00	....	800 00	....	....	1505 42	24 5 42
	Total	2692 07	209 84	23980 23	3662 72	2713 53	9812 45	43070 84
	Total	132524 13	6517 55	270503 86	486572 68	195879 02	152491 35	1244488 59
	Balances*	....	....	....	....	....	....	....
	Grand Total	132524 13	6517 55	270503 86	486572 68	195879 02	152491 35	1244488 59
	Total, 1857	131806 68	8167 15	247816 20	585142 65	150498 60	170985 04	1294416 31
	Increase	717 45	....	22687 66	....	45380 42	....	....
	Decrease	....	1649 60	....	98569 97	....	18493 69	49927 72

* *Due to various local parties for 1858,* but not paid on 31st Dec., not having been collected within the year. In the cor-

OF UPPER CANADA, 1858. Table A.—*(Continued.)*

EXPENDITURES BY LOCAL SCHOOL AUTHORITIES.

	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School houses.	For Rents and Repairs of School houses.	For School books, Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes, 1858.	Balances unexpended.
	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.
13	....	... ...	... ...	....	....	....	....
14	....	... ...	... ...	....	....	....	....
15	1329 23	23 60	... ...	160 00	395 88	1908 71	63 81
16	....	... ...	... ...	....	....	....	....
17	935 00	5 00	1504 80	51 00	456 45	2952 25	1324 87
18	1899 32	46 26	5376 25	91 25	514 42	7927 50	500 10
19	2617 30	... ...	2616 80	99 05	586 15	5939 30	....
20	2167 03	... ...	... .	160 00	523 02	2850 05	....
21	1003 52	... ...	2459 75	37 50	108 84	3609 61	....
22	2220 00	46 00	39 85	350 68	691 45	3341 98	877 25
23	1316 10	... ...	....	143 36	410 11	1869 57	37 07
24	... .	... ...	....	....	....	....	....
25	960 00	26 64	....	94 00	380 82	1461 46	345 93
26	3036 66	10 00	....	281 75	1132 58	4460 99	829 10
27	2110 15	40 00	656 75	41 78	485 59	3334 27	261 83
28	1580 00	10 00	....	69 56	183 66	1843 22	161 78
	47617 13	662 43	22221 72	4266 85	15277 61	90045 74	15787 45
1	1048 20	44 60	....	....	69 97	1162 77	300 04
2	640 00	76 56	244 80	56 40	178 91	1196 67	600 19
3	718 66	58 14	148 00	17 00	827 63	1768 83	20 78
4	1020 17	... ...	6130 00	....	481 04	7701 21	243 81
5	1994 17	30 00	30 47	....	743 71	2798 35	796 17
	5490 60	209 30	6553 27	73 40	2301 25	14627 83	1960 99
1	1337 49	....	....	....	207 30	1544 79	31 98
2	....	....	....	....	....	....	....
3	643 64	....	....	85 08	446 50	1175 22	340 16
4	1100 00	76 20	96 50	14 03	143 08	1423 81	30 17
5	447 18	....	....	74 28	122 63	644 09	823 02
6	....	....	....	....	....	....	....
7	....	....	....	....	....	....	....
8	....	....	....	....	....	....	....
9	....	....	....	....	....	....	....
10	845 70	....	5466 00	55 00	1304 30	7671 00	....
11	....	....	....	....	....	....	....
12	747 00	212 60	16 00	473 22	....	1448 22	351 01
13	....	....	....	....	....	....	....
14	....	....	....	....	....	....	....
15	737 68	....	....	84 69	431 56	1253 93	....
16	....	....	....	....	....	....	....
17	735 00	....	1105 65	30 60	198 21	2068 86	....
18	....	....	....	... .	....	....	....
19	1467 66	....	....	91 07	908 90	2467 63	25 79
20	1374 18	40 20	88 00	139 64	236 58	1828 60	....
21	447 05	22 00	679 05	....	2339 34	3447 44	1848 07
22	1631 14	63 28	240 00	36 38	432 58	2403 38	234 74
23	600 00	....	....	167 17	61 24	828 41	191 00
24	1500 00	....	185 54	92 94	318 88	2097 36	644 36
25	....	....	....	....	....	....	....
26	1016 00	12 00	1888 48	24 00	86 91	3027 39	264 71
27	800 00	....	1 50	....	318 22	1119 72	580 72
28	727 00	....	....	....	82 84	809 84	... .
29	....	....	....	....	... .	....	....
30	800 00	....	....	....	1274 00	2074 00	371 43
	16916 73	419 68	9716 72	1368 50	8912 07	37333 69	5737 15
	777616 16	14142 80	123573 24	34669 86	93133 32	1043135 32	201353 27
	143017 47	....	50052 02	2580 22	9705 35	205355 06	....
	920633 57	14142 80	173625 26	37250 08	102838 67	1248490 38	....
	860231 20	17397 15	207880 25	37606 65	89033 90	1212158 15	....
	60402 37	....	....	....	13804 77	36332 23	....
	....	3254 35	34263 99	356 57	....	....	....

responding Table for 1857, such balances were assumed to have been paid, and were so included in the totals of our Report.

Table B.—(*Continued.*) THE COMMON SCHOOLS

	TOWNS, TOWN MUNICIPALITIES AND VILLAGES.	PUPILS ATTENDING THE								NO. OF CHILDREN ATTENDING SCHOOL					
		School population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total number of children of all ages attending school.	Boys.	Girls.	Indigent pupils.	Average attendance of pupils of all ages.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 to 300 days.
	Towns.—(Continued.)														
11	Goderich	850	670	5	675	366	309	.....	312	71	103	165	126	146	62
12	Guelph	1012	954	38	992	492	500	35	241	72	190	272	145	199	114
13	Lindsay	427	377	10	387	209	178	.....	198	44	28	50	35	44	137
14	Milton	236	180	7	187	100	87	1	87	10	12	11	23	25	106
15	Niagara	700	501	12	513	293	220	89	150	4	12	57	69	136	218
16	Oakville	395	342	10	352	196	156	52	169	18	76	55	78	101	24
17	Owen Sound	507	403	21	424	232	192	.....	142	55	112	91	77	75	14
18	Paris	700	667	28	695	388	307	40	189	67	140	226	125	126	11
19	Perth	500	302	7	309	146	163	.....	214	3	27	35	55	76	113
20	Peterborough	800	496	10	506	261	245	5	164	49	122	146	99	72	18
21	Picton	410	216	8	224	108	116	.....	167	.....	.....	.....	.....	.....	.....
22	Port Hope	1360	669	39	708	404	304	30	429	30	134	126	127	98	193
23	Prescott	600	359	14	373	268	105	36	65	47	67	109	78	50	22
24	Sandwich	200	176	1	177	139	38	.....	91	8	35	40	38	40	6
25	Sarnia	460	243	2	245	146	99	27	99	16	43	78	51	17	40
26	St. Catharine's	1547	1300	60	1360	717	643	20	352	70	188	240	114	156	149
27	Whitby	658	508	12	520	280	240	30	299	4	23	48	92	113	240
28	Windsor	582	372	.....	372	210	162	.....	159	37	50	125	72	68	20
	Total	21556	15135	951	16086	8907	7179	784	6699	993	2268	3265	2449	2678	2832
	Town Municipalities.														
1	Amherstburgh	400	170	26	196	95	101	13	118	6	25	37	36	40	52
2	Barrie	450	334	18	352	196	156	7	92	21	56	61	78	72	35
3	Clifton	243	189	6	195	116	79	7	47	18	35	52	33	25	32
4	Simcoe	600	378	20	398	194	204	.....	139	69	74	94	89	52	40
5	Woodstock	800	757	27	784	471	313	89	225	.....	286	242	135	92	29
	Total	2493	1828	97	1925	1072	853	116	621	114	476	486	371	281	168
	Incorporated Villages.														
1	Berlin	480	434	28	462	238	224	.....	262	7	46	70	64	58	217
2	Bradford	224	153	5	158	90	68	6	69	11	17	38	57	28	7
3	Brampton	400	369	10	379	201	178	.....	178	41	75	90	87	62	24
4	Caledonia	468	301	34	335	205	130	24	116	46	70	93	53	41	32
5	Chippewa	400	300	12	312	179	133	.....	134	31	64	70	60	43	44
6	Clinton	280	264	16	280	164	116	.....	107	.....	.....	.....	.....	.....	.....
7	Elora	400	245	9	254	138	116	12	94	18	63	52	44	40	37
8	Fergus	300	253	26	279	149	130	5	103	29	45	68	29	40	42
9	Fort Erie	100	72	.....	72	36	36	.....	19	21	18	12	8	13	.....
10	Ingersoll	600	552	22	574	296	278	41	167	76	178	172	107	35	6
11	Iroquois	128	121	3	124	63	61	5	69	3	10	40	30	20	21
12	Kemptville	380	362	.....	362	198	164	.....	181	.....	13	56	122	100	71
13	Kincardine	225	200	8	208	114	94	.....	93	13	34	42	41	35	43
14	Mitchell	346	298	8	306	171	135	.....	116	13	39	74	75	57	48
15	Napanee	427	287	11	298	155	143	7	100	27	56	87	51	42	35
16	New Hamburg	274	262	.....	262	150	112	.....	118	12	32	60	80	42	36
17	Newcastle	320	221	35	256	152	104	4	39	7	47	53	55	30	64
18	Newmarket	300	272	20	292	173	119	23	65	36	80	61	35	51	29
19	Oshawa	382	262	36	298	187	111	.....	125	5	15	40	60	75	103
20	Preston	437	361	.....	361	186	175	.....	220	12	13	17	81	46	192
21	Streetsville	339	248	21	269	179	90	8	100	31	46	73	53	39	27
22	St. Mary's	430	413	8	421	234	187	.....	251	20	40	60	100	100	101
23	St. Thomas	420	378	32	410	236	174	.....	158	25	67	130	106	54	28
24	Smith's Falls	258	162	1	163	111	52	.....	62	9	20	47	23	37	27
25	Stratford	700	640	40	680	380	300	.....	251	61	122	220	121	88	68
26	Thorold	510	416	16	432	284	148	.....	88	28	54	97	91	86	70
27	Trenton	360	297	.....	297	140	157	.....	186	20	26	75	64	67	45
28	Vienna	300	252	13	265	130	135	.....	119	31	45	78	47	50	13
29	Waterloo	321	281	.....	281	148	133	.....	151	14	19	27	34	102	85
30	Yorkville	340	304	.....	304	176	128	.....	139	4	28	70	62	72	68
	Total	9745	8980	414	9394	5263	4131	135	3880	651	1382	2072	1840	1553	1583
	Grand Total	360378	267383	26300	291683	26063	133056	6490	103092	30244	55451	69496	55569	42394	30782
	Total 1857	32488	247434	25203	272637	150029	122608	4820	.....	30418	53652	65932	51756	36400	25413
	Increase	3369	19949	1097	21046	10604	10442	1670	.....	.....	1799	3564	3813	5934	5369
	Decrease	.....	.....	.....	.....	.....	.....	.....	.....	174	.....	.....	.....	.....	.....

OF UPPER CANADA, 1858. **Table B.**—*(Continued.)*

COMMON SCHOOLS.

NUMBER IN THE DIFFERENT BRANCHES OF EDUCATION.

	Reading.																		OTHER INFORMATION.	
	1st Class.	2nd Do.	3rd Do.	4th Do	5th Do.	Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-Keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Other Studies.	No. of children not attending school.	No. whose attendance is not reported.
11	179	166	280	157	115	613	450	613	157	271	613	20	.....	24	12	.....	675	.....	293	50	.....
12	99	135	138	198	111	503	339	336	179	140	483	19	5	11	.....	.....	.....	.....	.....	...	.....
13	78	78	84	108	39	247	92	139	30	34	169	6	5	17	12	36	.....	.....	14	...	69
14	12	16	14	25	30	100	30	87	18	16	70	12	6	10	6	30	.....	.....	.....	18	.....
15	106	96	139	82	68	355	260	338	51	134	331	18	5	27	12	71	60	.....	351	25	17
16	75	90	77	70	40	277	177	40	110	277	40	.....	.....	.....	.....	.....	277	277	.....	...	.....
17	73	49	124	49	56	175	293	295	.....	295	.....	273	.....	.....	.....	.....	44	.....	.....	16	.....
18	192	145	146	86	120	448	227	448	86	125	472	10	.....	.....	.....	101	24	.....	101	...	.....
19	108	74	56	45	26	201	127	309	.....	71	201	26	.....	7	6	26	163	45	2	25	.....
20	101	119	120	101	63	333	286	333	217	163	133	.....	.....	.....	.....	.....	144	.....	.....	200	.....
21	38	42	58	58	46	132	151	24	.....	109	58	135	.....	.....	.....	.....	.....	.....	.....	80	224
22	174	149	188	159	66	556	370	569	336	225	555	55	60	29	29	66	40	55	.....	310	.....
23	58	47	115	96	57	256	132	125	29	52	269	14	11	13	7	.....	.....	.....	.....	200	.....
24	3	32	33	28	24	102	55	58	.....	25	108	.....	.....	.....	6	.....	.....	.....	.....	16	10
25	45	38	74	44	44	145	43	61	.....	.....	168	.....	.....	.....	.....	.....	.....	.....	.....	80	.....
26	185	207	186	173	148	526	466	537	135	78	550	50	21	29	20	107	444	.....	2	100	443
27	54	94	97	66	67	225	138	184	20	84	220	3	18	2	2	.....	2	102	152	7	.....
28	70	85	109	71	37	171	51	76	76	34	203	5	4	4	3	.....	.....	.....	.....	28	.....
	2951	2967	3614	2762	1933	9148	6610	7548	2172	3581	8490	972	333	491	204	1069	3236	811	1590	2755	1601
1	41	43	40	33	23	50	28	20	.....	6	65	4	5	2	2	.....	.....	.....	4	29	.....
2	125	62	83	51	31	164	96	83	2	34	170	.....	.....	7	7	8	13	.....	.....	16	29
3	110	64	40	24	35	94	63	80	10	30	97	8	12	6	6	5	50	40	47	17	.....
4	66	113	88	67	64	183	104	105	171	64	188	.....	.....	.....	64	141	66	.....	.....	95	.....
5	127	201	173	131	152	460	448	450	439	137	460	75	87	39	15	130	657	36	92	...	.....
	469	483	424	306	305	951	739	738	622	271	980	87	104	54	94	284	786	76	143	157	29
1	76	62	42	30	42	193	95	193	.....	63	184	2	6	10	12	30	176	58	62	...	.....
2	20	25	34	28	46	104	56	80	.....	40	107	12	0	14	11	.....	.....	.....	258	18	.....
3	98	85	96	79	21	209	88	103	.....	92	77	137	.....	.....	.....	.....	.....	.....	.....	...	.....
4	50	70	77	118	20	235	89	154	.....	.....	21	226	14	5	23	.....	6	.....	.....	13	.....
5	47	40	54	73	98	155	131	136	.....	9	189	1	1	5	9	9	.....	.....	5	10	.....
6	54	72	50	64	40	105	56	103	.....	.....	140	2	.....	.....	.....	.....	.....	.....	.....	...	280
7	70	56	68	68	68	217	149	248	.....	59	80	12	2	2	.....	25	232	40	.....	26	.....
8	43	40	34	50	54	176	122	142	26	28	120	.....	.....	.....	6	.....	35	14	.....	...	26
9	1	2	6	6	7	19	13	19	.....	.....	20	1	.....	.....	.....	.....	.....	.....	.....	...	.....
10	147	82	177	126	69	388	205	301	301	60	386	7	2	16	6	.....	.....	.....	.....	...	.....
11	19	26	20	24	44	56	29	19	19	2	50	2	.....	4	.....	.....	.....	.....	.....	...	.....
12	45	65	119	62	71	160	160	175	.....	72	175	2	5	6	3	71	.....	.....	.....	...	.....
13	66	63	73	62	34	142	68	170	170	.....	129	.....	.....	4	4	44	.....	.....	.....	...	.....
14	18	42	88	35	40	128	34	40	.....	.....	400	2	2	.....	.....	.....	.....	.....	.....	...	.....
15	51	39	68	82	58	170	77	105	126	44	68	4	.....	.....	.....	.....	.....	.....	.....	19	.....
16	59	71	83	20	29	180	48	18	4	6	158	3	1	4	2	5	.....	.....	.....	...	.....
17	41	42	68	20	54	185	67	88	.....	.....	158	7	1	...	1	15	.....	.....	.....	32	.....
18	29	30	35	30	72	115	89	101	6	15	120	4	.....	7	6	4	.....	.....	10	...	.....
19	40	55	63	70	70	258	140	203	70	140	203	.....	50	30	30	20	298	100	140	60	.....
20	114	98	77	46	21	309	157	162	88	113	334	.....	.....	5	.....	21	294	.....	21	12	.....
21	57	74	52	64	32	206	109	144	58	30	211	6	7	13	14	30	.....	.....	6	38	.....
22	85	90	92	92	54	217	218	238	28	10	263	14	4	4	6	54	.....	.....	.....	...	.....
23	80	57	147	.....	96	215	245	245	96	96	245	48	48	96	24	96	.....	80	96	20	.....
24	20	16	32	29	46	107	47	60	8	52	107	25	.....	15	13	14	.....	.....	.....	18	.....
25	202	151	122	104	101	423	295	450	40	90	400	12	2	12	19	30	100	.....	100	...	.....
26	90	80	123	69	71	272	108	201	10	54	295	9	2	7	4	.....	.....	.....	6	6	6
27	87	76	60	42	32	140	36	120	4	15	137	3	.....	6	1	.....	.....	.....	.....	20	.....
28	41	55	60	69	48	176	119	95	4	8	150	.....	.....	.....	...	50	15	.....	24	16	1
29	49	60	50	20	25	85	30	35	13	25	80	.....	5	5	3	12	80	.....	103	18	.....
30	77	83	76	34	34	227	144	160	76	68	227	9	9	2	.....	34	131	131	.....	...	.....
	1867	1824	2145	1616	1497	5602	3224	4311	1147	1191	5232	550	161	272	174	564	1367	423	511	326	313
	5039	54047	61915	54192	50311	149003	66131	88763	25301	23157	161089	6264	3079	3105	2809	9182	2457	7329	11804	5294	9747
	4772	51371	57821	49912	44027	130921	55334	81067	.....	22956	139678	5503	2501	3587	1938	7527	22886	7519	6311	46727	9006
	267	3576	3994	4280	6284	18082	10797	7696	.....	201	21411	761	578	1518	871	1655	1444	... 190	5193	6816	741

Table C. THE COMMON SCHOOLS

	COUNTIES.	COMMON SCHOOL															
		TOTAL.			RELIGIOUS DENOMINATIONS.												
		Common School Teachers.	Male.	Female.	Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Protestants.	Unitarians.	Other persuasions.	Not reported.
	Counties.																
1	Glengarry	72	45	27	3	29	40	...	...	...	...	...	...	...	...	...	...
2	Stormont	66	27	39	12	16	21	19	2	1	...	...	...	1	...	...	4
3	Dundas	54	30	24	10	5	20	16	...	1	2	...	...	...	...	...	...
4	Prescott	57	38	19	9	15	12	16	2	...	...	...	...	...	...	...	3
5	Russell	19	15	4	1	1	7	3	5	1	...	...	...	1	...	...	...
6	Carleton	98	84	14	24	26	24	17	5	1	...	...	...	...	...	...	1
7	Grenville	93	54	39	19	10	30	30	2	...	...	...	...	2	...	...	...
8	Leeds	150	78	72	33	4	34	67	6	1	...	...	...	1	...	...	4
9	Lanark	113	69	44	20	14	45	17	9	5	...	...	...	2	...	...	1
10	Renfrew	62	43	19	5	14	26	8	...	...	...	...	...	1	...	...	8
11	Frontenac	97	49	48	22	19	12	40	3	1	...	...	...	...	...	...	...
12	Addington	84	50	34	11	4	14	47	1	4	...	...	1	2	...	...	...
13	Lennox	47	26	21	5	...	2	38	...	...	...	...	...	1	...	...	1
14	Prince Edward	108	62	46	10	8	11	72	...	...	...	5	1	...	...	1	...
15	Hastings	139	90	49	27	18	15	70	7	1	...	...	...	1	...	...	...
16	Northumberland	119	83	36	19	10	23	57	4	1	...	4	...	...	...	...	1
17	Durham	93	83	10	23	...	22	18	2	5	...	...	3	18	...	...	2
18	Peterborough	55	51	4	7	17	14	12	4	1	...	...	...	...	...	...	...
19	Victoria	58	49	9	3	10	25	9	2	4	...	4	...	...	...	...	1
20	Ontario	101	88	13	18	7	38	24	5	2	...	3	...	12	...	2	...
21	York	130	116	14	9	7	70	32	2	...	...	1	3	5	...	1	...
22	Peel	79	70	9	20	3	23	23	2	1	...	...	...	4	...	...	3
23	Simcoe	99	78	21	29	14	18	22	3	1	...	...	...	7	...	3	2
24	Halton	52	40	12	10	...	16	14	1	1	...	...	...	4	...	1	5
25	Wentworth	85	64	21	13	5	40	13	8	2	...	...	...	...	...	...	4
26	Brant	65	49	16	7	1	29	18	8	2	...	...	...	...	...	...	...
27	Lincoln	84	59	25	13	2	12	40	9	3	...	...	...	4	...	1	...
28	Welland	89	50	39	15	...	21	37	9	...	...	2	1	...	...	...	4
29	Haldimand	83	71	12	10	2	22	28	4	3	...	...	2	8	...	2	2
30	Norfolk	126	79	47	14	2	4	51	42	4	...	...	...	...	...	2	7
31	Oxford	117	99	18	11	5	49	31	9	2	...	3	...	7	...	...	...
32	Waterloo	84	79	5	1	7	31	18	1	...	10	...	...	8	...	4	4
33	Wellington	103	91	12	18	11	46	13	3	5	...	...	...	...	...	...	7
34	Grey	98	84	14	17	1	42	12	1	2	...	...	2	11	...	5	5
35	Perth	73	55	18	15	8	21	10	...	...	4	...	1	14	...	...	...
36	Huron	113	102	11	18	12	55	23	1	...	...	...	1	3	...	...	...
37	Bruce	79	68	11	6	8	41	13	5	...	...	...	...	6	...	...	...
38	Middlesex	158	119	39	31	4	64	37	19	...	...	...	...	3	...	...	...
39	Elgin	114	85	29	4	...	33	30	24	2	...	1	...	4	...	6	10
40	Kent	100	73	27	17	9	23	24	8	4	...	...	...	2	...	1	12
41	Lambton	99	70	29	17	3	38	24	6	3	...	1	...	...	...	1	6
42	Essex	60	41	19	16	23	5	3	3	1	2	...	...	...	...	...	7
	Total	3775	2756	1019	592	354	1138	1186	227	65	18	24	15	122	...	30	104
	Cities.																
1	Toronto	53	15	38	9	18	9	12	4	1	...	...	...	...	...	...	...
2	Hamilton	42	11	31	6	12	14	8	...	2	...	...	...	...	...	...	...
3	Kingston	22	13	9	10	7	1	1	...	...	...	...	...	...	...	...	3
4	London	24	11	13	3	8	4	7	...	2	...	...	...	...	...	...	...
5	Ottawa	20	11	9	...	8	8	4	...	...	...	...	...	...	...	...	...
	Total	161	61	100	28	53	36	32	4	5	...	...	...	...	...	...	3
	Towns.																
1	Belleville	9	5	4	2	1	2	3	...	...	...	...	...	...	...	...	...
2	Bowmanville	4	2	2	...	...	...	2	...	1	...	...	...	...	...	...	...
3	Brantford	12	4	8	...	2	5	3	1	2	...	...	...	...	...	...	...
4	Brockville	7	3	4	4	...	2	1	...	1	...	...	...	...	...	...	...
5	Chatham	10	4	6	2	1	2	1	...	...	...	...	...	...	...	...	4
6	Cobourg	6	5	1	2	1	1	1	...	...	...	...	...	1	...	...	...
7	Collingwood	2	1	1	...	...	1	1	...	...	...	...	...	...	...	...	...
8	Cornwall	4	2	2	2	1	1	...	...	...	...	...	...	...	...	...	...
9	Dundas	4	2	2	1	2	1	...	...	...	...	...	...	...	...	...	...
10	Galt	8	4	4	1	...	5	2	...	...	...	...	...	...	...	...	...
11	Goderich	5	4	1	1	...	4	...	...	...	...	...	...	...	...	...	...
12	Guelph	8	4	4	1	3	4	...	...	...	...	...	...	...	...	...	...

OF UPPER CANADA, 1858. **Table C.**

TEACHERS.

	CERTIFICATES.									ANNUAL SALARIES.					
	Total holding certificates.	1st class.	2nd class.	3rd class.	Unclassified.	Unqualified.	Certificates annulled.	No. of schools in which teacher was changed during the year.	No. of schools having more than one teacher.	Highest salary paid.	Lowest salary paid male teacher.	Average. Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
1	71	14	48	9	1	...	...	4	10	$410 00	$131 10	$176 04	$237 78	$ 89 01	$128 00
2	66	3	48	13	...	1	...	5	1	375 00	185 00	177 60	196 00	101 10	129 00
3	53	3	39	11	1	...	...	3	1	640 00	85 16	171 10	267 00	79 81	153 10
4	57	12	23	22	...	...	...	6	...	450 80	161 19	117 00	260 00	88 00	199 00
5	17	...	15	2	2	...	...	4	1	390 00	163 50	138 33	188 41	... ...	128 00
6	98	15	71	12	...	1	...	2	1	330 25	155 00	111 00	223 00	125 00	160 00
7	90	15	56	19	3	1	...	11	11	470 12	149 75	151 10	251 30	105 59	144 56
8	150	10	128	12	...	...	...	43	10	480 00	150 00	161 60	256 30	101 10	139 90
9	111	8	63	40	2	...	...	8	9	390 00	126 65	156 00	200 00	... ...	130 00
10	62	3	30	29	...	...	...	2	...	310 00	110 12	180 00	254 00	165 00	190 00
11	94	15	62	17	3	...	1	20	11	420 00	118 20	180 00	300 00	109 84	160 00
12	81	17	56	8	3	...	...	21	...	300 30	136 12	139 65	223 75	118 11	184 42
13	46	12	34	...	1	...	...	21	1	360 16	128 19	152 10	212 16	126 00	175 17
14	108	14	72	22	...	...	...	50	6	350 50	173 00	202 54	316 11	130 77	158 40
15	137	33	88	16	4	...	4	49	6	440 00	146 00	250 00	280 00	116 02	192 00
16	119	11	53	55	...	...	...	33	9	421 00	176 20	174 62	303 00	118 00	184 00
17	93	9	60	24	...	...	...	4	4	445 65	161 79	... ...	312 50	... ...	173 20
18	54	4	28	22	1	...	...	6	4	490 00	160 00	96 00	272 00	... ...	... ...
19	58	6	36	16	...	...	...	8	6	450 71	148 82	160 06	297 35	... ...	240 00
20	100	25	59	16	1	...	...	10	1	400 00	139 16	144 00	330 00	... ...	243 00
21	127	38	79	10	3	2	...	14	..	510 00	181 00	243 00	370 00	150 00	280 00
22	79	15	51	13	...	1	...	4	1	400 00	226 30	... ...	318 65	117 00	269 00
23	99	15	55	31	...	...	...	9	1	355 00	145 18	205 00	390 00	44 00	187 00
24	52	20	30	2	...	...	...	15	1	540 00	211 16	... ...	350 00	... ...	241 00
25	85	26	42	17	...	1	...	20	13	425 00	156 18	... ...	357 00	... ...	250 00
26	65	22	37	6	...	...	...	20	4	410 26	145 00	... ...	369 08	... ...	258 00
27	82	21	46	15	2	1	...	30	6	491 50	180 00	264 00	318 00	145 00	202 00
28	89	27	46	16	...	1	...	52	10	360 18	178 60	279 00	320 00	195 00	240 00
29	83	9	59	15	...	...	..	46	7	432 20	168 11	178 08	308 00	120 00	217 00
30	126	17	51	58	...	...	...	50	...	380 00	206 00	... ...	286 00	165 00	289 00
31	117	31	78	8	...	...	2	33	6	494 00	140 76	112 50	344 00	196 00	217 00
32	84	17	41	26	...	2	...	29	...	386 15	138 17	210 00	338 00	... ...	277 00
33	103	12	60	31	...	1	...	14	1	440 00	139 50	... ...	291 07	... ...	203 00
34	98	5	30	63	...	2	...	12	1	382 00	142 16	... ...	265 00	60 00	200 00
35	73	13	52	8	...	...	...	10	1	388 13	141 12	... ...	278 00	... ...	231 00
36	113	18	77	18	...	...	...	2	...	345 00	118 75	144 00	265 00	96 00	170 00
37	79	4	42	33	...	2	1	6	...	364 00	150 26	... ...	270 00	... ...	176 00
38	157	57	84	16	1	...	...	28	12	446 18	172 11	189 50	319 10	... ...	319 00
39	114	20	68	26	...	3	2	50	13	500 00	160 50	240 00	313 50	164 25	199 15
40	100	19	48	33	...	...	1	25	3	491 00	148 12	192 00	307 15	129 00	200 00
41	99	10	48	41	...	...	1	14	5	495 16	155 26	276 00	282 00	116 00	217 00
42	60	11	35	14	...	1	...	9	2	450 18	179 00	... ...	262 10	... ...	209 00
	3749	656	2226	867	26	20	12	802	179	640 00	85 16	180 00	289 00	121 00	199 00
1	35	20	14	1	18	...	...	3	15	700 00	170 00	... ...	655 00	... ...	287 00
2	30	11	17	2	12	...	...	4	9	1400 00	260 00	... ...	656 00	... ...	284 00
3	17	6	8	3	5	...	...	2	4	400 00	120 00	... ...	370 00	... ...	164 00
4	17	14	3	...	7	...	...	1	9	900 00	220 00	... ...	588 00	... ...	270 00
5	12	10	2	...	8	...	...	...	6	500 00	160 00	... ...	469 00	... ...	252 00
	111	61	44	6	50	...	...	10	43	1400 00	120 00	... ...	548 00	... ...	252 00
1	9	9	...	...	...	...	...	1	4	500 00	200 00	... ...	480 00	... ...	224 00
2	4	2	2	...	...	...	...	...	1	480 00	400 00	... ...	440 00	... ...	300 00
3	10	6	4	...	2	...	...	3	5	1000 00	385 00	... ...	514 00	... ...	277 00
4	7	2	5	...	...	...	...	...	...	800 00	360 00	... ...	504 00	... ...	230 00
5	9	2	5	2	1	...	...	2	4	500 00	300 00	... ...	400 00	... ...	247 00
6	6	4	2	...	...	...	...	3	...	500 00	240 00	... ...	418 00	... ...	300 00
7	2	2	2	...	...	...	...	1	...	500 00	500 00	... ...	500 00	... ...	300 00
8	4	2	2	...	...	...	...	1	...	346 00	220 00	... ...	282 00	... ...	313 00
9	4	3	1	...	...	...	...	1	2	510 00	250 00	... ...	356 00	... ...	257 00
10	8	7	1	...	...	...	...	4	1	1000 00	300 00	... ...	565 00	... ...	385 00
11	5	5	...	...	...	...	...	...	1	600 00	300 00	... ...	470 00	... ...	400 00
12	7	3	4	...	1	...	...	1	2	545 00	350 00	... ...	458 00	... ...	270 00

Table C.—*(Continued.)* THE COMMON SCHOOLS

	TOWNS. TOWN MUNICIPALITIES, AND VILLAGES.	COMMON SCHOOL TOTAL. Common School Teachers.	Male.	Female.	RELIGIOUS DENOMINATIONS. Church of England.	Roman Catholics.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Lutherans.	Quakers.	Christians and Disciples.	Reported as Protestants.	Unitarians.	Other persuasions.	Not reported.
	Towns.—(Continued.)																
13	Lindsay	3	2	1	...	1	2	...	...	...	...	...	...	...	...	...	...
14	Milton	2	1	1	...	...	2	...	...	...	...	...	...	...	...	...	...
15	Niagara	5	1	4	...	2	3	...	...	...	...	...	...	...	...	...	...
16	Oakville	4	1	3	...	...	2	2	...	...	...	...	...	...	...	...	...
17	Owen Sound	3	1	2	...	...	...	2	1	...	...	...	...	...	...	...	...
18	Paris	8	2	6	...	2	2	3	...	...	...	...	...	1	...	...	...
19	Perth	6	3	3	1	...	3	2	...	...	...	...	...	...	...	...	...
20	Peterborough	6	2	4	4	...	...	1	...	...	...	...	...	...	...	...	1
21	Picton	6	5	1	1	...	...	3	...	1	...	...	...	...	1	...	...
22	Port Hope	7	3	4	...	...	2	4	1	...	...	...	...	...	...	...	...
23	Prescott	5	4	1	...	2	3	...	...	...	...	...	...	...	...	...	...
24	Sandwich	2	2	...	...	1	1	...	...	...	...	...	...	...	...	...	...
25	Sarnia	2	2	...	...	...	1	...	1	...	...	...	...	...	...	...	...
26	St. Catharine's	8	5	3	...	1	5	2	...	...	...	...	...	...	...	...	...
27	Whitby	7	4	3	3	...	...	2	1	...	...	1	...	...	...	...	...
28	Windsor	4	2	2	1	2	1	...	...	...	...	...	...	...	...	...	...
	Total	157	80	77	26	22	55	35	5	5	...	1	...	2	1	...	5
	Town Municipalities.																
1	Amherstburgh	4	2	2	1	1	1	...	1	...	...	...	...	...	...	...	...
2	Barrie	4	1	3	1	2	...	1	...	...	...	...	...	...	...	...	...
3	Clifton	3	3	...	2	1	...	...	...	...	...	...	...	...	...	...	...
4	Simcoe	3	1	2	...	...	1	1	...	1	...	...	...	...	...	...	...
5	Woodstock	6	2	4	1	...	2	2	...	...	...	...	...	...	...	...	...
	Total	20	9	11	5	4	4	4	1	1	...	...	...	...	...	...	1
	Incorporated Villages.																
1	Berlin	5	3	2	...	...	2	2	...	...	...	...	...	...	...	...	1
2	Bradford	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...
3	Brampton	2	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...
4	Caledonia	3	2	1	...	1	2	...	...	...	...	...	...	...	...	...	...
5	Chippewa	2	2	...	1	...	1	...	...	...	...	...	...	...	...	...	...
6	Clinton	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	2
7	Elora	2	1	1	...	...	1	...	...	...	...	...	1	...	...	...	...
8	Fergus	3	2	1	...	...	1	...	1	...	...	...	...	...	...	...	1
9	Fort Erie	2	2	...	...	...	2	...	...	...	...	...	...	...	...	...	...
10	Ingersoll	5	3	2	1	...	1	1	...	...	...	...	...	...	...	...	2
11	Iroquois	2	1	1	...	...	...	2	...	...	...	...	...	...	...	...	...
12	Kemptville	3	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...
13	Kincardine	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...
14	Mitchell	2	1	1	1	...	...	1	...	...	...	...	...	...	...	...	...
15	Napanee	5	2	3	...	2	...	3	...	...	...	...	...	...	...	...	...
16	New Hamburg	2	2	...	...	...	1	...	...	...	...	...	...	...	...	...	1
17	Newcastle	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...
18	Newmarket	4	2	2	...	2	...	1	...	1	...	...	...	...	...	...	...
19	Oshawa	5	2	3	...	...	...	...	2	...	...	...	...	3	...	...	...
20	Preston	4	3	1	...	...	1	1	...	...	1	...	...	...	...	...	1
21	St. Mary's	4	3	1	1	...	2	1	...	...	...	...	...	...	...	...	...
22	St. Thomas	6	2	4	1	...	2	3	...	...	...	...	...	...	...	...	...
23	Smith's Falls	2	1	1	...	...	2	...	...	...	...	...	...	...	...	...	...
24	Stratford	4	2	2	2	...	1	...	...	...	...	...	...	...	...	...	1
25	Streetsville	3	3	...	1	...	1	...	...	...	...	...	...	...	...	...	1
26	Thorold	3	3	...	...	1	1	1	...	...	...	...	...	...	...	...	...
27	Trenton	2	1	1	...	1	...	1	...	...	...	...	...	...	...	...	...
28	Vienna	4	3	1	...	...	...	4	...	...	...	...	...	...	...	...	...
29	Waterloo	2	2	...	...	...	1	...	...	...	1	...	...	...	...	...	...
30	Yorkville	2	1	1	...	...	...	2	...	...	...	...	...	...	...	...	...
	Total	89	59	30	11	7	26	25	3	1	2	...	1	3	...	...	10
	Grand Total	4202	2965	1237	602	440	1259	1182	240	77	20	25	16	127	1	30	123
	Total 1857	4083	2787	1296	742	438	1201	1165	211	57	21	35	17	85	5	16	90
	Increase	119	178	.....	.....	2	58	17	29	20	.....	.....	.....	42	.....	14	33
	Decrease	.....	.....	59	80	.....	.....	.....	.....	.....	1	10	1	.....	4	.....	.....

OF UPPER CANADA, 1858. **Table C.—(*Continued.*)**

TEACHERS.

	CERTIFICATES.									ANNUAL SALARIES.					
	Total holding certificates.	1st class.	2nd class.	3rd class.	Unclassified.	Unqualified.	Certificates annulled.	No. of schools in which teacher was changed during the year	No. of school having more than one teacher.	Highest salary paid.	Lowest salary paid male teacher.	AVERAGE. Male teacher with board.	Male teacher without board.	Female teacher with board.	Female teacher without board.
13	3	2	1	...	...	...	...	...	1	$600 00	$400 00	... ...	$500 00	... ...	$320 00
14	2	2	...	...	...	...	...	...	1	500 00	500 00	... ...	500 00	... ...	250 00
15	4	4	...	...	1	...	...	...	1	... ...	... ...	... ...	... ...	... ...	... ...
16	4	2	2	...	...	...	...	...	1	600 00	600 00	... ...	600 00	... ...	817 50
17	3	2	1	...	...	...	...	...	1	520 00	520 00	... ...	520 00	... ...	250 00
18	8	5	3	...	...	...	...	1	2	500 00	400 00	... ...	450 00	... ...	230 00
19	5	3	...	2	1	...	...	...	...	800 00	... ...	... ...	541 00	... ...	189 00
20	4	2	2	...	2	...	...	...	1	800 00	300 00	... ...	534 00	... ...	213 00
21	6	2	4	...	...	...	...	3	1	400 00	300 00	... ...	360 00	... ...	200 00
22	7	2	2	3	...	...	...	2	3	480 00	320 00	... ...	400 00	... ...	284 00
23	5	2	3	...	...	...	...	...	1	320 00	280 00	... ...	250 00	... ...	160 00
24	2	1	1	...	...	...	...	1	...	565 00	500 00	... ...	532 00	... ...	... ...
25	2	1	1	...	...	...	...	...	...	560 00	400 00	... ...	480 00	... ...	... ...
26	6	2	4	...	2	...	...	...	2	600 00	400 00	... ...	485 00	... ...	300 00
27	6	4	2	...	1	...	...	...	2	480 00	250 00	... ...	510 00	... ...	300 00
28	4	2	2	...	...	...	...	2	2	450 00	200 00	... ...	375 00	... ...	240 00
	146	83	56	7	11	...	...	29	40	1000 00	200 00	... ...	489 00	... ...	287 00
1	3	1	2	...	1	...	...	...	...	750 00	300 00	... ...	524 00	... ...	250 00
2	4	3	1	...	...	...	...	...	1	500 00	500 00	... ...	500 00	... ...	240 00
3	3	1	2	...	...	...	...	2	...	550 00	294 00	... ...	432 00	... ...	... ...
4	3	2	1	...	...	1	...	...	...	500 00	250 00	... ...	500 00	... ...	197 00
5	5	4	1	...	1	...	...	4	2	520 00	520 00	... ...	520 00	... ...	250 00
	18	11	7	...	2	1	...	6	3	750 00	250 00	... ...	495 00	... ...	235 00
1	4	1	3	...	1	...	...	1	1	700 00	400 00	... ...	550 00	... ...	275 00
2	1	1	...	...	...	...	...	...	...	546 00	546 00	... ...	546 00	... ...	... ...
3	2	1	1	...	...	...	...	1	...	400 00	400 00	... ...	400 00	... ...	300 00
4	3	1	2	...	...	...	...	...	...	500 00	500 00	... ...	500 00	... ...	300 00
5	2	2	...	...	...	...	...	...	...	400 00	400 00	... ...	400 00	... ...	... ...
6	2	...	1	1	...	...	...	...	...	400 00	400 00	... ...	400 00	... ...	200 00
7	2	1	...	1	...	...	...	1	...	500 00	240 00	... ...	370 00	... ...	320 00
8	2	1	1	...	1	...	...	...	1	500 00	500 00	... ...	500 00	... ...	253 00
9	2	...	2	...	...	...	...	1	1	480 00	480 00	... ...	480 00	... ...	... ...
10	2	2	...	...	3	...	...	...	1	800 00	600 00	... ...	700 00	... ...	240 00
11	2	...	2	...	...	...	...	...	1	360 00	360 00	... ...	360 00	... ...	120 00
12	3	3	...	...	...	...	...	...	...	320 00	240 00	... ...	293 00	... ...	... ...
13	1	1	...	...	...	...	...	...	...	600 00	600 00	... ...	600 00	... ...	... ...
14	2	...	2	...	...	...	...	...	1	450 00	450 00	... ...	450 00	... ...	160 00
15	5	3	2	...	...	...	...	1	...	466 00	466 00	... ...	466 00	... ...	207 00
16	2	1	1	...	...	...	...	1	...	... ...	... ...	... ...	... ...	... ...	... ...
17	2	1	1	...	...	...	...	...	...	400 00	360 00	... ...	380 00	... ...	... ...
18	2	1	1	...	2	...	...	2	2	520 00	520 00	... ...	520 00	... ...	202 00
19	5	5	...	...	...	...	...	...	1	650 00	440 00	... ...	545 00	... ...	269 00
20	4	3	1	...	...	...	...	1	1	500 00	218 00	... ...	339 00	... ...	400 00
21	4	2	1	1	...	...	...	...	...	480 00	260 00	... ...	370 00	... ...	226 00
22	5	3	2	...	1	1	...	1	1	700 00	450 00	... ...	575 00	... ...	150 00
23	2	...	2	...	...	...	...	...	1	260 00	360 00	... ...	360 00	... ...	240 00
24	4	2	2	...	...	...	...	...	1	700 00	480 00	... ...	590 00	... ...	60 00
25	3	2	1	...	...	...	...	...	...	400 00	352 00	... ...	377 00	... ...	... ...
26	3	3	...	...	...	...	...	...	...	400 00	360 00	... ...	387 00	... ...	... ...
27	2	2	...	...	...	...	...	...	...	400 00	400 00	... ...	400 00	... ...	400 00
28	2	1	1	...	2	1	...	1	1	475 00	192 00	... ...	283 00	... ...	168 00
29	2	1	1	...	...	...	...	...	1	450 00	360 00	... ...	405 00	... ...	... ...
30	2	1	1	...	...	...	...	...	...	500 00	500 00	... ...	500 00	... ...	300 00
	79	45	31	3	10	2	...	11	14	800 00	192 00	... ...	450 00	... ...	239 00
	4103	856	2364	883	99	23	12	858	279	1400 00	120 00	180 00	454 00	121 00	242 00
	3933	640	2064	962	150	25	34	1034	263	1400 00	96 00	216 00	461 00	148 00	254 00
	170	216	300	.....	... ...	.....	.....	.....	13	... ...	24 00	... ...	... ...	... ...	... ...
	.....	.....	.....	79	51	2	22	176	.....	... ...	... ...	36 00	7 00	27 00	12 00

Table D. THE COMMON SCHOOLS

	COUNTIES.	SCHOOLS.							SCHOOL HOUSES.													
										KIND.					TITLE.				BUILT DURING THE YEAR.				
		No. of School sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly Free.	No. of Schools at 25 cents rate bill per month.	No. of Schools at a less rate bill than 25 cents.	Total No. of School houses.	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.
	Counties.																							
1	Glengarry	78	70	8	10	61	.....	.....	63	2	.....	8	52	1	52	9	2	.....	1	...	...	7	...	8
2	Stormont	70	67	3	33	30	.....	.....	64	6	3	19	36	.....	54	9	.....	1	...	...	1	1	...	2
3	Dundas	79	72	7	45	24	.....	.....	69	2	7	16	44	.....	65	2	2	.....	...	...	...	...	...	.....
4	Prescott	66	61	5	52	8	.....	.....	56	4	2	7	43	.....	54	2	.....	.....	...	...	...	2	...	2
5	Russell	20	20	.....	17	2	.....	.....	19	.....	1	12	6	.....	18	1	.....	.....	...	1	3	1	...	5
6	Carleton	108	97	11	47	57	.....	.....	98	1	1	7	89	.....	83	8	3	4	...	...	...	3	...	3
7	Grenville	94	86	8	34	41	.....	.....	81	23	9	49	.....	.....	71	8	2	.....	...	...	2	...	2	4
8	Leeds	170	146	24	67	3	11	4	142	9	52	24	57	.....	131	5	2	4	...	2	1	2	...	5
9	Lanark	134	114	20	54	44	.....	.....	111	.....	5	13	93	.....	89	8	1	13	...	...	2	2	...	4
10	Renfrew	59	53	6	25	29	.....	.....	57	.....	.....	6	51	.....	53	2	2	.....	...	...	...	7	...	7
11	Frontenac	93	86	7	55	29	.....	.....	84	2	17	20	45	.....	61	19	4	.....	...	3	1	1	1	6
12	Addington	83	66	17	27	37	.....	.....	67	5	7	35	19	1	61	6	.....	.....	...	1	...	...	...	1
13	Lennox	44	42	2	20	22	.....	.....	39	1	.....	31	7	.....	33	4	2	.....	...	...	2	...	...	2
14	Prince Edward	88	82	6	17	64	.....	.....	81	5	19	52	5	.....	64	7	8	2	...	1	...	...	...	1
15	Hastings	155	132	23	75	51	.....	.....	122	5	7	60	50	.....	111	11	.....	.....	1	1	...	2	1	5
16	Northumberland	124	119	5	51	66	.....	.....	117	2	8	77	29	1	109	6	2	.....	...	...	...	...	4	4
17	Durham	98	98	.....	52	44	.....	.....	91	8	6	51	24	2	84	3	4	.....	3	...	...	2	...	5
18	Peterborough	63	60	3	35	22	.....	.....	51	3	2	19	27	.....	44	2	2	3	...	...	1	1	...	2
19	Victoria	63	61	2	46	16	.....	.....	58	1	.....	11	46	.....	53	3	1	1	...	...	...	1	...	1
20	Ontario	109	106	3	53	50	.....	.....	101	11	.....	48	42	.....	78	18	5	.....	1	...	1	1	3	6
21	York	139	135	4	50	83	.....	.....	129	28	.....	69	30	2	106	16	7	.....	2	...	1	...	...	3
22	Peel	92	78	14	18	60	.....	.....	76	12	3	39	22	.....	66	6	2	2	1	...	1	...	...	2
23	Simcoe	150	130	20	90	60	.....	.....	94	2	.....	31	61	.....	74	15	4	1	...	...	4	1	...	5
24	Halton	53	48	5	19	41	.....	.....	51	9	3	32	7	.....	35	12	2	2	...	...	1	...	...	1
25	Wentworth	89	77	12	21	52	.....	.....	77	10	6	45	16	.....	59	15	3	.....	1	...	...	...	1	2
26	Brant	82	69	13	25	52	.....	.....	54	3	.....	45	6	.....	47	7	.....	.....	...	...	1	...	...	1
27	Lincoln	84	74	10	14	57	.....	.....	70	11	4	52	3	.....	51	18	1	.....	...	...	...	...	...	.....
28	Welland	84	78	6	18	51	.....	.....	76	18	4	47	7	.....	43	30	1	2	...	...	...	1	...	1
29	Haldimand	90	79	11	39	39	.....	.....	78	6	2	42	28	.....	61	14	1	2	...	...	...	...	...	.....
30	Norfolk	118	106	12	62	41	.....	.....	97	4	.....	77	15	1	52	39	6	.....	...	...	4	...	...	4
31	Oxford	125	109	16	39	69	8	.....	106	12	1	72	21	.....	87	16	3	.....	4	...	2	1	...	7
32	Waterloo	89	84	5	50	32	.....	.....	83	20	14	17	32	.....	75	5	2	1	...	1	...	1	...	2
33	Wellington	110	95	15	57	38	.....	.....	102	1	14	36	51	.....	81	5	10	6	...	1	1	...	1	3
34	Grey	122	99	23	88	4	.....	.....	95	.....	3	16	76	.....	85	5	3	2	...	...	2	...	...	2
35	Perth	83	73	10	50	22	.....	.....	73	8	4	6	55	.....	68	4	1	.....	...	2	...	2	7	11
36	Huron	114	113	1	87	18	.....	.....	112	8	.....	13	91	.....	101	7	4	.....	...	...	1	2	...	3
37	Bruce	86	77	9	59	19	.....	.....	79	.....	1	6	72	.....	65	7	3	4	...	...	2	2	...	4
38	Middlesex	176	159	17	81	72	.....	...	153	19	4	56	74	.....	120	21	12	.....	1	...	4	...	1	6
39	Elgin	129	112	17	21	79	.....	.....	108	9	.....	77	20	2	67	33	8	.....	...	...	4	...	...	4
40	Kent	85	78	7	44	27	.....	.....	77	.....	.....	48	29	.....	41	29	2	5	...	...	...	1	...	1
41	Lambton	108	97	11	71	5	16	2	93	1	.....	38	49	5	66	14	13	.....	...	...	3	6	...	9
42	Essex	62	59	3	32	28	.....	.....	58	3	.....	13	42	.....	47	7	2	2	...	...	1	...	...	1
	Total	4068	3667	401	1850	1649	35	6	3512	274	209	1442	1572	15	2865	458	132	57	15	13	46	50	21	145
	Cities.																							
1	Toronto	14	14	.....	14	.....	.....	.....	15	11	.....	4	.....	.....	9	.....	2	4	...	...	...	...	...	.....
2	Hamilton	9	9	.....	9	.....	.....	.....	9	6	3	.....	.....	.....	9	.....	.....	.....	...	1	...	...	...	1
3	Kingston	13	13	.....	12	.....	1	.....	13	1	6	6	.....	.....	2	.....	11	.....	...	1	...	...	...	1
4	London	6	6	.....	3	.....	.....	.....	5	2	.....	2	.....	1	4	.....	1	.....	...	...	1	...	...	1
5	Ottawa	14	14	.....	.....	.....	6	.....	13	3	6	4	.....	.....	1	.....	5	7	...	...	...	...	...	.....
	Total	56	56	.....	38	.....	7	.....	55	23	15	16	.....	1	25	.....	19	11	...	2	1	...	...	3
	Towns.																							
1	Belleville	5	5	.....	5	.....	.....	.....	5	4	.....	1	.....	.....	5	.....	.....	.....	...	...	...	...	...	.....
2	Bowmanville	2	2	.....	.....	.....	.....	2	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	...	.....
3	Brantford	10	10	.....	.....	10	.....	.....	5	4	.....	1	.....	.....	5	.....	.....	.....	...	...	...	...	...	.....
4	Brockville	2	2	.....	2	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	...	.....
5	Chatham	4	4	.....	.....	.....	.....	2	4	2	.....	2	.....	.....	3	.....	.....	1	1	...	...	...	...	1
6	Cobourg	6	6	.....	.....	.....	6	.....	6	3	.....	3	.....	.....	2	.....	4	.....	...	...	...	...	...	.....
7	Collingwood	1	1	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	1	.....	.....	.....	...	...	2	...	...	2
8	Cornwall	4	4	.....	.....	.....	4	.....	2	2	.....	.....	.....	.....	.....	.....	.....	2	...	...	...	...	...	.....
9	Dundas	2	2	.....	.....	.....	2	.....	2	1	1	.....	.....	.....	2	.....	.....	.....	...	...	...	...	...	.....
10	Galt	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	...	.....
11	Goderich	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	...	.....
12	Guelph	7	7	.....	2	.....	5	.....	6	.....	3	3	.....	.....	2	4	.....	.....	...	...	...	...	...	.....
13	Lindsay	2	2	.....	2	.....	.....	.....	2	.....	.....	1	1	.....	2	.....	.....	.....	...	...	...	...	...	.....

OF UPPER CANADA, 1858. Table D.

	SCHOOL VISITS.								LECTURES.			TIME OPEN.				
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No of Schools whose time is reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
													Mons.	*Days.*	*Mons.*	*Days.*
1	732	132	61	19	28	2	279	213	70	62	8	64	697	21	10	27
2	914	121	63	15	4	.....	260	451	77	75	2	66	632	6	9	20
3	671	143	29	17	9	.....	253	220	58	43	15	70	669	15	9	16
4	437	110	46	15	13	2	160	79	59	51	8	55	577	27	10	15
5	239	37	25	48	16	.....	80	32	17	.....	17	19	188	24	9	23
6	977	241	87	43	41	1	378	186	114	109	5	95	1080	.....	11	11
7	659	161	41	12	25	11	304	105	50	45	5	82	851	11	10	11
8	1749	292	93	31	59	3	820	451	131	123	8	142	1425	11	10	1
9	1070	226	46	26	62	1	447	262	68	67	1	100	1096	5	10	28
10	659	101	75	66	16	.....	247	154	45	39	6	56	572	12	10	6
11	1140	187	78	17	38	14	518	288	71	66	5	87	851	2	9	23
12	1087	95	68	20	72	.....	357	475	63	46	17	65	646	46	9	28
13	540	77	16	7	45	.....	199	196	36	24	12	39	350	22	8	28
14	1656	247	48	60	65	7	445	784	121	88	33	81	821	30	10	4
15	2186	192	109	52	107	.....	869	857	79	61	18	129	1300	1	10	2
16	1906	269	120	46	89	.....	650	732	32	28	4	118	1214	23	10	9
17	1286	187	51	22	27	.....	484	515	66	48	18	75	851	12	11	10
18	641	159	36	37	28	.....	273	108	59	.....	59	54	583	29	10	24
19	584	98	53	32	33	1	272	95	19	18	1	60	644	16	10	21
20	1581	216	71	32	30	.....	547	685	72	60	12	100	1110	22	11	3
21	2759	298	135	46	43	131	884	1222	78	72	6	133	1485	20	11	5
22	935	143	108	38	33	.....	407	206	75	71	4	75	874	10	11	18
23	1230	176	104	43	57	9	548	293	43	41	2	102	1126	.....	11	1
24	1366	128	79	19	50	.....	341	749	64	58	6	51	565	13	11	2
25	1071	176	61	15	33	.....	287	499	59	59	.....	74	838	14	11	9
26	1283	141	47	31	34	65	320	645	70	45	25	65	658	19	11	22
27	1259	144	50	36	43	1	441	544	70	46	24	71	645	16	9	1
28	1230	121	86	27	36	.....	357	603	62	52	10	69	633	11	8	6
29	1379	149	77	39	27	4	513	570	37	35	2	69	695	7	10	3
30	1476	171	119	30	77	.....	454	625	107	72	35	99	897	18	9	2
31	1484	186	103	18	44	10	526	597	103	75	28	90	982	9	10	27
32	1662	104	115	42	36	.....	669	696	59	50	9	80	821	27	10	8
33	1502	175	172	87	86	.....	578	404	79	57	22	96	1032	4	10	22
34	864	122	153	38	20	10	361	160	51	47	4	96	937	11	9	23
35	1007	123	92	60	29	.....	426	279	35	34	1	74	765	17	10	10
36	1245	196	88	47	33	10	564	307	111	109	2	112	1283	4	11	15
37	969	156	109	61	52	.....	390	210	71	63	8	78	725	28	9	9
38	1659	312	112	72	38	.....	709	416	105	93	12	151	1553	13	10	8
39	1562	154	72	36	26	2	471	801	111	79	32	118	1183	17	10	1
40	822	127	101	25	42	2	304	221	81	69	12	75	748	25	9	29
41	1062	142	64	51	38	1	331	435	64	41	23	91	827	28	9	3
42	567	105	73	29	22	.....	194	144	31	26	5	56	585	5	10	3
	49103	6840	3327	1507	1706	2871	17926	17510	2873	2347	526	3482	36030	21	10	10
1	1181	383	14	4	1	6	174	599	.....	.....	.....	14	168	.....	12	.....
2	468	36	20	25	.....	1	100	286	.....	.....	.....	9	99	.....	11	.....
3	277	156	11	12	8	.....	74	16	1	1	.....	13	141	15	10	.....
4	202	16	33	24	12	3	62	52	1	1	.....	6	72	.....	10	24
5	501	87	81	22	6	1	303	1	.....	.....	.....	14	155	15	11	3
	2629	678	159	87	27	11	713	954	2	2	.....	56	636	.....	11	11
1	385	48	78	8	8	.....	95	148	.....	.....	.....	5	60	.....	12	.....
2	82	12	9	1	.....	.....	15	45	2	2	.....	1	11	.....	11	.....
3	414	17	58	31	25	.....	96	187	.....	.....	.....	9	108	.....	12	.....
4	23	8	5	2	.....	.....	8	.....	6	2	4	2	24	.....	12	.....
5	178	15	45	4	7	3	64	40	1	1	.....	2	24	.....	12	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	72	.....	12	.....
7	78	12	13	8	4	.....	16	25	.....	.....	.....	1	12	.....	12	.....
8	32	15	4	.....	.....	.....	3	10	.....	.....	.....	4	48	.....	12	.....
9	215	25	80	17	15	.....	48	30	.....	.....	.....	1	5	.....	5	.....
10	124	9	7	4	2	.....	7	95	.....	.....	.....	1	12	.....	12	.....
11	220	2	14	5	12	2	12	173	.....	.....	.....	1	10	.....	10	.....
12	133	17	2	15	5	28	21	45	.....	.....	.....	7	77	.....	11	.....
13	70	2	26	12	.....	.....	10	20	.....	.....	.....	1	10	.....	10	.....

Table D.—(*Continued.*) THE COMMON SCHOOLS

	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	SCHOOLS.							SCHOOL HOUSES.															
										KIND.					TITLE.				BUILT DURING THE YEAR.					
		No. of School Sections.	No. of Schools open.	No. of Schools closed or not reported.	No of Free Schools.	No. of Schools partly Free.	No. of Schools at 25 cents Rate-bill per month.	No. of Schools at a less Rate bill than 25 cts.	Total No. of School houses.	Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Lease.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log	Not reported.	Total.
	Towns.—Cont'd.																							
14	Milton	1	1	...	...	...	1	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
15	Niagara	3	3	...	...	...	...	...	2	1	...	1	...	...	2	...	...	...	...	...	...	...	...	...
16	Oakville	1	1	...	...	...	1	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
17	Owen Sound	1	1	...	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
18	Paris	2	2	...	1	1	...	...	3	1	1	1	...	...	2	...	1	...	1	...	...	...	...	1
19	Perth	2	2	...	2	...	...	...	4	2	...	2	...	...	2	...	...	2	...	...	...	...	...	...
20	Peterborough	1	1	...	...	...	1	...	1	...	...	1	...	...	1	...	...	...	...	...	...	...	1	1
21	Picton	4	4	...	...	...	4	...	2	2	...	...	...	...	2	...	...	...	1	...	...	...	...	1
22	Port Hope	4	4	...	...	...	4	...	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...
23	Prescott	2	2	...	...	...	2	...	2	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...
24	Sandwich	2	2	...	2	...	...	...	2	...	...	...	...	2	...	...	...	2	...	...	...	...	...	...
25	Sarnia	2	2	...	...	...	2	...	2	1	...	1	...	...	1	...	1	...	...	...	...	...	...	...
26	St. Catharine's	3	3	...	3	...	3	...	3	2	...	1	...	...	2	1	...	...	...	...	...	...	...	...
27	Whitby	3	3	...	...	...	3	...	3	2	...	1	...	...	3	...	...	...	...	...	...	...	...	...
28	Windsor	3	3	...	3	...	...	...	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...
	Total ...	81	81	...	26	11	38	4	68	34	10	21	1	2	49	5	7	7	3	...	2	..	1	6
	Town Municipalities.																							
1	Amherstburgh	3	3	...	...	...	3	...	3	1	...	1	...	1	3	...	...	...	...	...	...	...	...	...
2	Barrie	3	3	...	2	...	1	...	2	...	...	2	...	...	2	...	...	...	...	...	...	...	...	...
3	Clifton	2	2	...	...	...	2	...	2	2	...	...	...	...	2	...	...	...	1	...	...	...	...	1
4	Simcoe	3	3	...	3	...	...	...	2	...	...	2	...	...	1	...	...	1	...	...	...	...	...	...
5	Woodstock	2	2	...	...	...	2	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
	Total ...	13	13	...	5	...	8	...	10	4	...	5	...	1	9	...	...	1	1	...	...	...	...	1
	Incorporated Villages.																							
1	Berlin	1	1	...	1	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
2	Bradford	1	1	...	...	...	1	...	1	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...
3	Brampton	2	2	...	...	...	...	...	2	1	...	...	...	1	2	...	...	...	...	...	...	...	...	...
4	Caledonia	3	3	...	...	...	3	...	3	...	...	3	...	...	3	...	...	...	...	...	...	...	...	...
5	Chippewa	2	2	...	2	...	...	...	2	1	...	1	...	...	2	...	...	...	...	...	...	...	...	...
6	Clinton	2	2	...	...	...	...	...	2	1	...	1	...	...	2	...	...	...	...	...	...	...	...	...
7	Elora	2	2	...	...	...	...	...	2	...	1	1	...	...	2	...	...	...	...	...	...	...	...	...
8	Fergus	2	2	...	...	...	2	...	2	...	2	...	...	...	1	...	1	...	...	...	...	...	...	...
9	Fort Erie	1	1	...	...	...	1	...	1	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...
10	Ingersoll	1	1	...	...	...	1	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
11	Iroquois	1	1	...	...	...	...	1	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
12	Kemptville	3	3	...	...	...	3	...	3	...	3	...	...	...	3	...	...	...	...	...	...	...	...	...
13	Kincardine	1	1	...	1	...	...	...	1	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...
14	Mitchell	1	1	...	1	...	...	...	1	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...
15	Napanee	4	4	...	...	...	4	...	4	...	...	4	...	...	3	...	...	1	...	...	1	...	...	1
16	New Hamburg	1	1	...	1	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
17	Newcastle	2	2	...	...	...	2	...	1	...	...	1	...	...	1	...	...	...	1	...	...	...	...	1
18	Newmarket	1	1	...	...	...	1	...	2	...	...	2	...	...	2	...	...	...	...	...	...	...	...	...
19	Oshawa	1	1	...	...	...	1	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
20	Preston	2	2	...	2	...	...	...	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...
21	St. Mary's	1	1	...	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
22	St. Thomas	1	1	...	...	...	1	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
23	Smith's Falls	1	1	...	...	...	1	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
24	Stratford	1	1	...	1	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
25	Streetsville	2	2	...	...	...	2	...	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...
26	Thorold	3	3	...	...	...	3	...	3	2	...	1	...	...	3	...	...	...	1	...	...	...	...	1
27	Trenton	2	2	...	2	...	...	...	2	...	...	2	...	...	2	...	...	...	...	...	...	...	...	...
28	Vienna	1	1	...	1	...	...	...	1	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...
29	Waterloo	1	1	...	1	...	...	...	2	1	1	...	...	...	1	...	...	1	...	...	...	...	...	...
30	Yorkville	2	2	...	1	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
	Total ...	49	49	...	17	...	26	3	49	17	10	21	...	1	45	...	2	2	2	...	1	...	...	3
	Grand Total	4267	3866	401	1936	1660	114	133	4694	352	244	1505	1573	20	2993	463	160	78	21	15	50	50	22	158
	Total, 1857	4017	3731	286	1707	1559	1354	444	4572	278	240	1425	1542	87	2738	444	147	243	21	24	55	27	72	201
	Increase	250	135	115	229	101	.....	.....	122	74	4	80	31	.....	255	19	13	.....	..	..	.	23	..	.....
	Decrease	.....	.....	.....	.....	.....	1240	431	.....	.....	.....	.....	.....	67	.....	.....	.....	165	..	11	5	...	50	43

OF UPPER CANADA, 1858. **Table D.—(*Continued.*)**

	SCHOOL VISITS.								LECTURES.			TIME OPEN.				
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Total.	Local Superintendents.	Other persons.	No. of Schools whose time is not reported.	Total No. of Months and Days open.		Average No. of Months and Days open.	
													Mons.	*Days.*	*Mons.*	*Days.*
14	58	4	6	3	4	6	14	21	1	...	1	...	1	10	10	...
15	186	3	30	...	...	...	34	113	...	...	...	...	2	24	12	...
16	272	4	7	9	12	...	40	200	...	...	...	...	1	12	12	...
17	.....	...	...	...	...	...	...	.....	...	...	...	...	...	...	...	...
18	98	17	12	3	2	...	24	40	...	...	...	...	2	20	10	...
19	54	2	12	6	6	4	24	.....	2	...	2	...	2	24	12	...
20	.....	...	...	...	...	...	...	.....	...	...	...	...	1	10	10	...
21	34	6	4	8	4	...	12	.....	...	...	...	...	1	12	12	...
22	433	21	50	74	36	2	190	60	...	...	...	...	4	42	10	15
23	55	6	22	...	...	...	27	37	5	1	4	...	2	22	11	...
24	68	8	34	1	2	...	13	10	2	...	2	...	2	24	12	...
25	20	8	5	...	...	1	3	3	4	...	4	...	2	24	12	...
26	142	29	16	...	...	...	22	71	...	...	...	...	3	30	10	...
27	138	17	15	1	1	1	29	74	...	...	...	...	3	35	11	10
28	82	6	30	5	...	...	33	8	...	...	...	...	2	24	12	...
	3588	313	584	217	145	47	853	1429	23	6	17	...	69	786	11	11
1	33	3	7	8	7	...	8	...	...	...	...	2	20	15	10	7
2	28	...	4	...	...	...	15	9	...	...	...	2	20	15	10	7
3	102	7	21	1	2	...	34	37	2	2	...	2	25	22	11	25
4	95	5	6	8	9	...	40	27	...	...	...	3	33	...	11	...
5	433	50	25	6	1	1	45	305	1	1	...	2	24	...	12	...
	691	65	63	23	19	1	142	378	3	3	...	11	121	22	11	11
1	132	1	19	9	4	1	5	93	...	...	...	1	12	...	12	...
2	870	8	14	12	16	...	20	800	...	...	...	1	11	...	11	...
3	46	12	6	...	...	...	24	4	2	2	...	2	23	...	11	15
4	64	15	8	...	3	...	38	.....	3	3	...	3	36	...	12	...
5	76	5	...	...	...	...	26	45	1	1	...	2	21	...	10	15
6	30	10	...	...	...	...	15	5	...	...	...	2	21	...	10	15
7	91	14	5	7	3	...	35	27	1	1	...	1	12	...	12	...
8	103	12	7	4	5	...	25	50	1	1	...	1	12	...	12	...
9	5	3	...	...	...	...	2	.....	...	...	...	1	11	...	11	...
10	71	13	15	1	20	...	12	10	...	...	...	1	12	...	12	...
11	17	4	3	2	...	...	8	.....	2	2	...	1	12	...	12	...
12	19	6	6	3	...	...	2	2	...	...	...	3	31	...	10	10
13	47	2	6	10	0	...	9	12	1	1	...	1	12	...	12	...
14	19	4	1	...	...	...	10	4	1	1	...	1	12	...	12	...
15	43	8	6	...	2	...	15	12	3	3	...	4	38	...	9	15
16	14	1	1	2	3	...	3	4	1	1	...	1	12	...	12	...
17	45	4	...	4	3	...	8	26	1	1	...	2	23	...	11	15
18	99	2	28	7	1	1	31	29	...	...	...	1	11	...	11	...
19	140	3	12	6	6	1	12	100	...	...	...	1	12	...	12	...
20	332	10	36	...	6	...	95	185	...	...	...	2	23	...	11	15
21	31	3	3	3	1	...	12	9	1	1	...	1	10	...	10	...
22	97	5	6	1	...	1	24	60	2	2	...	1	12	...	12	...
23	7	3	3	...	...	...	1	.....	...	...	...	1	12	...	12	...
24	139	8	20	10	6	1	14	80	...	...	...	1	10	...	10	...
25	56	6	8	2	3	...	26	11	8	4	4	2	23	...	11	15
26	39	7	2	1	...	...	20	9	...	...	...	3	36	...	12	...
27	42	4	...	6	...	...	12	20	2	2	...	2	24	...	12	...
28	33	4	6	5	6	2	10	.....	6	2	4	2	24	...	12	...
29	112	12	...	20	10	...	30	40	20	3	17	1	12	...	12	...
30	111	26	6	...	2	...	32	45	...	...	...	1	12	...	12	...
	2930	215	227	115	108	7	576	1682	56	31	25	47	532	...	11	4
	58941	8111	4360	1949	2005	353	20210	21953	2957	2389	568	3665	38106	13	10	12
	49196	7322	4025	1794	1634	366	17730	16323	2540	2245	295	3458	35372	11	10	6
	9745	789	335	155	371	.....	2480	5628	417	144	273	207	2734	2	.....	6
	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Table E. THE COMMON SCHOOLS

	COUNTIES.	No. of schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	NUMBER OF SCHOOLS USING: READERS. National.	English.	Various.	ARITHMETICS. National.	Walkingham's.	Thomson's.	Various.	GRAMMARS. National and Sullivan's.	Lennie's.	Kirkham's.	Various.	GEOGRAPHIES. Sullivan's and National.	Morse's.	Olney's.	Hodgins'.	Various.
	Counties.																			
1	Glengarry	78	26	27	63	...	5	58	...	...	13	18	42	...	...	...	54	1	4	3
2	Stormont	70	37	37	64	...	...	64	2	...	5	17	38	14	1	13	37	...	...	...
3	Dundas	79	20	28	69	...	...	64	3	...	7	19	33	18	...	...	65	...	2	1
4	Prescott	66	19	25	107	...	6	45	...	...	8	16	42	1	5	18	26	...	2	1
5	Russell	20	14	17	18	...	...	18	...	...	...	...	17	...	...	...	15	...	...	...
6	Carleton	108	41	58	91	...	1	82	9	...	1	16	63	6	7	14	62	1	7	6
7	Grenville	94	33	53	81	...	1	61	23	6	...	13	31	33	...	23	51	...	1	1
8	Leeds	170	44	90	142	...	...	133	4	3	...	23	15	88	...	19	114	...	4	5
9	Lanark	134	53	84	113	...	...	109	...	...	2	24	78	1	...	...	106	...	4	2
10	Renfrew	59	23	26	56	...	...	46	...	...	8	4	35	...	...	...	43	1	3	...
11	Frontenac	93	47	62	86	...	...	80	6	...	...	26	12	36	5	9	66	...	...	1
12	Addington	83	20	53	64	...	...	64	...	...	...	22	1	58	...	15	63	...	...	1
13	Lennox	44	17	34	38	...	1	39	...	...	...	...	...	39	...	1	34	1	3	...
14	Prince Edward	88	11	34	80	...	...	80	...	...	...	...	3	76	...	16	69	...	12	2
15	Hastings	155	40	67	126	...	1	123	...	...	2	19	8	93	...	18	95	...	6	...
16	Northumberland	124	45	65	117	...	...	116	...	...	...	17	13	45	37	16	80	1	1	1
17	Durham	98	46	74	91	...	...	91	...	...	...	16	48	26	10	19	56	1	3	8
18	Peterborough	63	13	24	53	...	...	50	1	...	...	17	37	3	...	...	40	1	8	1
19	Victoria	63	20	26	59	...	...	56	3	...	...	11	36	4	1	15	39	...	1	...
20	Ontario	109	34	64	101	...	...	101	...	...	...	16	66	26	3	16	78	...	16	...
21	York	139	67	105	131	...	...	129	...	...	...	14	112	6	1	19	96	...	19	2
22	Peel	92	58	69	78	...	...	76	5	...	1	47	42	7	...	23	49	...	29	6
23	Simcoe	150	53	73	92	...	1	91	1	...	2	23	55	6	...	16	57	...	8	3
24	Halton	53	38	45	51	...	...	51	...	...	3	4	43	2	5	11	40	...	12	...
25	Wentworth	89	33	55	73	...	...	72	5	...	7	12	49	18	3	...	...	...	...	...
26	Brant	82	21	38	59	...	...	60	...	...	...	1	38	19	...	11	97	...	1	1
27	Lincoln	84	22	52	71	...	...	57	...	...	12	3	21	47	4	15	61	...	6	...
28	Welland	84	23	58	80	...	...	65	...	...	12	15	14	49	7	16	57	...	11	3
29	Haldimand	90	43	51	78	...	...	78	...	...	...	4	22	48	...	13	59	1	7	...
30	Norfolk	118	35	67	105	...	...	88	...	...	...	14	11	74	...	9	82	1	10	2
31	Oxford	125	43	86	107	...	...	105	...	...	2	2	73	26	3	19	77	1	11	1
32	Waterloo	89	43	50	78	...	2	79	...	...	...	7	71	...	...	1	67	1	11	2
33	Wellington	110	54	75	90	...	...	90	...	...	1	11	69	3	...	14	70	...	5	1
34	Grey	122	59	75	94	...	...	79	...	...	2	12	65	1	...	...	57	1	7	...
35	Perth	83	48	53	61	...	1	68	...	...	1	4	55	1	...	9	49	2	6	2
36	Huron	114	60	76	111	...	...	103	...	...	7	4	94	5	1	5	86	1	2	1
37	Bruce	86	51	58	73	...	...	71	...	...	1	13	47	...	...	5	45	...	1	...
38	Middlesex	176	53	130	154	...	...	152	...	...	3	1	126	7	6	28	107	15	13	...
39	Elgin	129	30	64	102	...	1	98	...	...	6	5	56	32	13	8	59	2	5	11
40	Kent	85	35	45	75	...	2	68	...	...	5	10	47	...	...	8	60	1	4	3
41	Lambton	108	55	61	91	...	...	89	...	...	...	7	68	4	3	11	58	1	9	1
42	Essex	62	39	34	46	...	9	46	1	...	3	16	...	...	...	14	28	...	11	12
	Total	4068	1566	2368	3519	...	31	3295	64	9	114	523	1796	922	115	467	2554	34	265	84
	Cities.																			
1	Toronto	14	14	14	8	...	6	8	...	...	6	...	8	...	6	4	4	...	...	...
2	Hamilton	9	9	9	8	...	...	7	...	...	2	...	9	...	...	...	...	...	8	4
3	Kingston	13	11	12	12	...	2	12	...	...	2	...	9	...	3	1	8	...	...	5
4	London	6	2	...	4	...	2	4	3	...	2	6	...	...	3	6	...	...	...	3
5	Ottawa	14	14	14	14	...	...	14	...	...	...	6	8	...	...	14	...	...	6	...
	Total	56	50	49	46	...	10	45	3	...	12	12	34	...	12	25	12	...	14	12
	Towns.																			
1	Belleville	5	1	4	4	...	1	4	...	...	1	1	4	1	...	2	2	...	...	...
2	Bowmanville	2	1	1	1	...	...	1	...	...	...	...	1	...	1	...	1	...	...	...
3	Brantford	10	10	4	4	...	6	10	...	...	...	...	10	...	...	...	6	...	...	6
4	Brockville	2	2	2	2	...	...	2	...	...	...	...	2	...	...	...	2	...	...	...
5	Chatham	4	3	4	4	...	...	3	...	...	...	...	4	...	...	1	3	...	...	...
6	Cobourg	6	4	5	5	...	...	2	2	...	1	...	3	...	...	...	...	...	...	...
7	Collingwood	1	1	1	1	...	...	1	...	...	...	1	...	...	...	1	...	...	1	...
8	Cornwall	4	3	1	4	...	...	4	...	...	...	...	4	...	...	...	3	...	...	...
9	Dundas	2	2	2	1	...	1	2	...	...	...	...	1	1	1	...	1	...	1	...
10	Galt	1	1	1	1	...	...	1	...	...	...	...	1	...	1	...	1	...	1	...
11	Goderich	1	...	1	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...
12	Guelph	7	5	6	2	...	2	2	...	...	1	...	3	...	...	...	4	...	...	...
13	Lindsay	2	...	...	2	...	...	2	...	...	...	...	2	1	...	2	1	...	1	...

OF UPPER CANADA, 1858. Table E.

BOOKS AND APPARATUS.

	SPELLING BOOKS.				HISTORIES.				BOOK-KEEPING.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.				
	Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Colenso's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Globes.	Blackboards.	Sets of Apparatus.	Tablet Lessons.
1	2	34	18	...	...	2	3	9	15	2	6	4	...	14	1	11	...	...	3	30	3	48	2	11
2	13	10	32	...	3	...	3	...	10	3	2	...	...	7	...	1	...	...	2	5	...	48	...	...
3	27	18	23	5	3	1	2	3	12	4	5	...	...	8	...	3	...	...	4	5	4	61	3	...
4	8	3	32	...	8	1	6	3	13	...	7	...	1	10	2	9	...	...	5	21	4	34	2	15
5	...	4	3	3	1	2	...	1	11	1	2	...	...	1	...	1	...	...	...	7	3	12	1	1
6	2	16	23	32	9	...	1	10	21	4	11	2	...	18	...	12	...	...	...	30	4	49	12	20
7	14	37	17	5	1	5	2	15	25	1	6	3	...	14	...	7	...	...	3	17	3	70	4	21
8	44	11	39	46	4	7	1	22	23	3	10	4	15	...	2	6	...	...	6	49	8	85	16	12
9	6	41	34	...	3	1	2	18	28	1	16	3	4	14	4	13	...	...	4	86	18	50	15	17
10	5	4	27	11	3	...	2	5	10	1	15	5	5	4	2	4	...	...	7	32	5	32	3	2
11	11	39	28	7	5	3	8	8	20	1	4	2	...	14	3	5	...	...	6	21	...	56	4	15
12	...	17	19	26	7	1	14	...	16	4	6	4	7	4	7	...	...	...	1	30	8	55	5	6
13	...	6	17	15	12	2	3	1	19	2	1	...	...	7	3	4	...	...	10	19	4	30	5	2
14	...	31	46	2	21	10	12	19	36	...	14	...	...	23	...	17	...	...	25	72	14	75	17	23
15	3	5	117	2	13	...	17	4	21	5	11	6	5	21	3	15	...	...	4	68	20	108	18	35
16	...	32	55	9	5	5	1	11	14	8	6	3	1	25	1	10	...	...	4	96	30	112	18	35
17	...	31	36	20	15	2	...	19	17	17	12	2	...	28	1	12	...	...	19	61	22	82	19	18
18	...	1	37	6	5	13	...	2	19	...	7	2	8	1	...	5	...	...	4	32	6	29	4	4
19	...	25	20	2	3	2	7	7	16	3	5	2	8	...	...	17	...	...	...	40	10	31	4	5
20	...	8	80	6	15	2	...	26	24	9	23	3	8	36	10	29	...	...	4	88	28	92	21	26
21	...	1	109	10	16	11	3	31	46	8	36	10	9	47	5	20	...	...	9	126	40	124	22	72
22	...	14	50	3	27	5	...	2	40	4	36	2	3	34	1	20	...	...	7	87	27	70	4	25
23	...	15	50	14	10	...	14	16	19	15	14	2	2	16	...	9	...	...	3	55	8	65	13	22
24	...	5	32	7	19	16	12	...	25	6	16	6	1	27	...	16	...	...	11	48	14	51	10	23
25	6	28	8	5	22	1	2	12	20	12	13	5	...	30	2	16	...	...	6	52	21	67	13	26
26	...	31	5	5	14	2	3	7	16	4	9	4	12	16	2	13	...	...	18	57	6	58	13	31
27	...	11	39	7	8	2	...	20	11	11	11	11	1	27	3	9	...	...	2	55	18	66	23	29
28	...	24	54	...	8	4	3	22	17	14	12	1	6	29	3	10	...	...	2	66	26	71	13	18
29	...	37	30	2	8	5	6	...	16	10	5	...	2	15	1	3	...	...	3	57	11	67	8	39
30	3	65	9	15	27	2	1	25	31	6	20	1	4	20	3	9	...	...	3	62	7	77	16	35
31	...	31	35	28	22	5	17	19	31	25	27	9	2	47	4	22	...	...	8	96	19	101	19	46
32	...	11	23	26	4	2	1	9	19	6	12	7	1	21	3	34	...	...	12	64	10	78	15	38
33	1	3	30	22	6	3	...	11	22	4	17	5	8	21	...	15	...	...	1	54	13	68	16	30
34	2	3	39	6	2	...	3	4	13	5	1	3	2	4	2	2	...	...	4	40	5	48	14	36
35	...	8	24	18	3	2	1	7	16	1	7	5	2	10	2	4	...	...	29	51	24	55	4	28
36	...	1	52	...	2	...	1	1	18	...	6	3	4	6	...	11	...	...	...	70	8	79	4	30
37	...	5	32	17	1	...	...	6	4	3	6	1	...	7	2	7	...	...	...	15	2	49	2	27
38	...	36	55	22	35	5	3	24	42	10	29	8	4	53	...	38	...	...	4	137	19	126	9	20
39	...	...	25	68	10	4	...	...	16	12	14	6	3	41	4	23	...	...	1	85	13	96	22	26
40	...	3	18	31	29	...	...	6	8	12	5	3	...	23	...	11	...	...	1	71	45	76	17	38
41	4	16	16	8	1	2	3	16	14	4	11	5	4	4	1	7	...	...	6	43	4	59	3	11
42	...	8	26	19	1	2	2	6	4	6	...	2	...	2	...	2	...	...	7	36	3	41	...	8
	151	729	1464	534	412	132	159	453	816	245	474	143	132	749	77	490	...	...	248	2236	537	2742	433	926
1	...	...	8	6	...	...	...	14	8	6	8	6	4	4	6	...	...	8	...	14	1	14	...	9
2	...	...	7	2	...	...	8	...	8	...	8	5	6	1	...	3	...	9	1	9	8	9	9	1
3	...	3	5	3	3	1	1	6	5	1	3	1	1	2	...	1	...	3	...	13	1	5	1	9
4	...	...	...	...	...	...	...	6	4	...	4	...	...	6	...	6	...	2	6	4	1	5	4	4
5	...	8	6	...	...	2	...	13	...	...	...	...	...	...	...	10	...	2	...	14	9	14	...	9
	...	11	26	11	3	3	9	39	21	11	23	12	11	13	6	20	...	24	7	54	20	47	14	29
1	...	...	4	1	2	...	2	2	5	...	1	1	...	3	...	5	...	...	1	4	1	5	1	3
2	...	...	...	1	1	...	...	...	...	4	...	...	...	...	...	...	...	...	...	1	...	1	1	1
3	...	...	...	10	...	...	...	6	2	...	2	...	...	2	...	2	...	10	...	10	2	10	...	3
4	...	...	2	...	...	...	...	2	2	...	2	...	...	2	...	2	...	2	...	1	1	1	1	1
5	...	...	2	2	1	1	...	1	1	1	1	...	...	2	...	1	...	2	1	4	1	4	2	2
6	...	...	3	2	...	...	...	2	3	...	3	...	...	5	...	...	...	...	3	5	5	5	5	5
7	...	...	1	...	...	...	...	2	1	...	1	...	...	1	...	1	...	1	...	1	1	1	1	1
8	...	...	3	...	1	...	...	1	...	3	...	...	...	1	...	1	...	...	...	4	1	4	1	1
9	...	...	...	2	...	...	...	1	...	...	1	2	...	1	...	1	...	2	...	2	2	...	1	1
10	...	...	1	...	1	...	...	...	...	2	...	...	1	1	1	...	1	...	...	1	1	1	1	1
11	...	...	1	...	...	...	...	1	...	1	...	...	...	1	...	1	...	1	1	1	1	1	1	1
12	...	...	1	3	2	...	...	...	...	2	...	...	...	2	...	...	...	...	...	4	2	3	...	...
13	...	...	2	...	...	...	...	1	1	1	...	1	...	2	...	2	...	...	1	2	2	1	1	1

Table E.—(*Continued.*) THE COMMON SCHOOLS

	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	NUMBER OF SCHOOLS USING																		
		No. of schools reported.	Schools opened and closed with prayer.	Schools using the Bible and Testament.	READERS.			ARITHMETICS.				GRAMMARS.				GEOGRAPHIES.				
					National.	English.	Various.	National.	Walkingham's.	Thomson's.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's National.	Morse's.	Olney's.	Hodgins'.	Various.
	Towns.—Continued.																			
14	Milton	1	...	1	1	...	...	1	...	...	...	...	1	...	...	1	1	...	...	...
15	Niagara	3	3	3	1	...	2	3	...	...	...	...	2	...	1	...	...	...	...	...
16	Oakville	1	1	1	1	...	...	1	...	...	1	...	...	...	1	1	1	...	1	...
17	Owen Sound	1	...	1	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...
18	Paris	2	2	1	1	...	1	...	...	...	4	...	1	...	1	1	...	...	1	1
19	Perth	2	1	1	1	...	...	1	...	...	...	1	...	...	...	...	1	...	...	1
20	Peterborough	1	1	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...
21	Picton	4	4	4	4	...	...	...	...	...	...	...	...	4	...	...	1	...	4	...
22	Port Hope	4	4	4	4	...	...	4	...	...	...	4	...	...	...	...	...	...	4	...
23	Prescott	2	2	2	1	...	1	1	...	...	1	...	2	...	...	...	1	...	...	2
24	Sandwich	2	2	1	1	...	1	1	...	...	1	1	1	...	...	...	2	...	...	...
25	Sarnia	2	2	...	2	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
26	St. Catharine's	3	3	2	3	...	...	3	3	...	...	2	...	1	...	...	...	...	2	2
27	Whitby	3	...	3	3	...	1	3	...	...	...	...	3	...	1	...	3	...	1	...
28	Windsor	3	2	2	2	...	1	...	...	...	2	...	1	1	1	...	...	...	...	...
	Total	81	60	59	59	...	17	55	5	...	12	10	49	9	8	9	38	...	17	12
	Town Municipalities.																			
1	Amherstburgh	3	...	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...
2	Barrie	3	3	1	3	...	2	3	...	...	2	2	...	...	2	1	2	...	1	1
3	Clifton	2	2	...	2	...	1	2	...	...	...	2	...	...	...	2	...	...	1	...
4	Simcoe	3	3	3	2	...	3	2	...	...	2	3	2	...	...	2	...	...	1	1
5	Woodstock	2	...	2	2	...	...	2	...	...	...	...	2	...	...	...	2	...	2	...
	Total	13	8	6	10	...	6	10	...	...	4	6	5	...	2	5	5	...	5	2
	Incorporated Villages.																			
1	Berlin	1	...	...	1	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...
2	Bradford	1	1	1	1	...	...	1	...	...	...	1	1	...	...	1	1	...	...	...
3	Brampton	2	1	2	2	...	...	2	...	...	...	...	2	...	...	...	2	...	...	...
4	Caledonia	3	...	3	3	...	...	3	...	...	...	...	1	1	...	1	1	...	...	...
5	Chippewa	2	2	...	2	...	...	2	...	...	...	...	2	...	...	2	...	...	...	...
6	Clinton	2	1	...	1	...	...	1	...	...	...	1	...	...	...	1	...	...	...	...
7	Elora	2	2	1	2	...	...	2	...	...	...	...	2	...	...	1	1	...	...	...
8	Fergus	2	...	2	2	...	...	2	...	...	...	2	2	...	...	...	...	...	...	...
9	Fort Erie	1	...	...	1	...	...	1	...	...	...	...	...	...	1	1	...	...	...	1
10	Ingersoll	1	...	...	1	...	...	1	...	...	1	...	1	1	...	...	1	...	...	...
11	Iroquois	1	1	...	1	...	...	1	...	...	...	1	...	...	...	...	1	...	...	...
12	Kemptville	3	1	2	3	...	...	2	...	...	1	...	3	...	...	2	...	...	...	...
13	Kincardine	1	...	1	1	...	...	1	...	...	...	...	1	...	...	1	1	...	...	...
14	Mitchell	1	1	3	1	...	...	1	...	...	...	...	1	...	...	1	...	...	...	...
15	Napanee	4	3	1	3	...	...	4	...	...	...	...	...	3	...	1	...	1	...	...
16	New Hamburg	1	1	2	1	...	...	1	...	...	...	...	...	...	1	...	1	...	...	1
17	Newcastle	2	1	1	2	...	1	2	...	...	1	...	2	1	...	...	2	...	...	...
18	Newmarket	1	1	...	...	...	...	1	...	...	...	...	1	...	...	1	1	...	...	1
19	Oshawa	1	...	...	1	...	...	1	...	...	...	...	...	...	1	...	1	...	...	1
20	Preston	2	1	...	1	...	1	1	...	...	1	...	1	...	...	...	1	...	...	...
21	St. Mary's	1	...	...	1	...	...	1	...	...	...	...	1	...	...	...	...	...	1	...
22	St. Thomas	1	...	...	1	...	...	1	...	...	...	...	...	1	...	...	1	...	...	1
23	Smith's Falls	1	1	1	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	1
24	Stratford	1	...	...	1	...	...	1	...	...	...	...	1	...	...	1	1	...	...	...
25	Streetsville	2	2	2	2	...	...	2	...	...	...	1	1	...	...	1	1	...	...	...
26	Thorold	3	3	3	2	...	1	3	...	...	...	...	1	1	...	...	2	...	...	1
27	Trenton	2	...	...	1	...	...	1	...	...	...	...	...	1	...	...	1	...	...	...
28	Vienna	1	...	1	1	...	...	1	...	...	1	...	...	1	...	...	...	...	1	...
29	Waterloo	1	...	1	1	...	...	1	...	...	...	...	1	...	...	...	1	...	1	...
30	Yorkville	2	1	1	1	...	...	1	...	...	...	...	1	...	...	1	...	...	...	...
	Total	49	24	28	42	...	3	44	...	...	5	6	27	10	4	16	22	1	3	7
	Grand Total	4267	1708	2510	3676	...	67	3449	72	9	147	557	1911	941	141	522	2631	35	304	117
	Total 1857	3592	1549	2415	3514	4	162	3346	76	20	108	467	1772	969	138	492	2681	19	...	116
	Increase	675	159	95	162	...	51	103	...	...	39	90	139	...	3	30	...	16	...	1
	Decrease	...	...	...	...	4	...	...	4	11	...	...	...	28	...	...	50	...	...	...

OF UPPER CANADA, 1858. **Table E.—(*Continued.*)**

BOOKS AND APPARATUS.

	SPELLING BOOKS.				HISTORIES.				BOOK-KEEPING.		MENSURATION.		ALGEBRAS.		GEOMETRIES.		OTHER BOOKS.			APPARATUS.				
	Mavor's.	Canada.	Sullivan's and National.	Various.	England.	Greece and Rome.	Canada.	Various.	National.	Various.	National.	Various.	Colenso's.	Various.	Euclid.	Various.	Natural Philosophy.	Music.	Other books.	Maps.	Globes.	Blackboards.	Sets of Apparatus.	Tablet Lessons.
14	...	...	1	...	1	...	...	1	1	...	...	...	...	1	1	...	...	...	1	...	1	1	1	1
15	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	3	1	2	1	1
16	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	1	1	1	1	1
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2	1	1	1	...	1
18	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	2	1	1	1	1	1
19	1	...	1	...	...	...	...	...	1	...	...	...	...	1	...	...	...	...	...	1	...	1	1	1
20	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1	1
21	...	...	4	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	4	4	4	...	...
22	...	...	4	...	2	...	...	...	...	4	4	...	1	1	...	1	...	...	1	4	4	4	2	2
23	...	...	...	2	...	...	...	2	2	...	2	...	...	2	1	1	...	...	...	2	2	1	...	...
24	...	...	...	2	...	...	...	2	...	...	...	...	...	...	...	1	...	...	1	2	1	2	1	2
25	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	2	...	1
26	2	2	2	...	...	...	...	3	3	...	3	...	2	...	1	1	...	...	1	3	2	3	1	2
27	...	...	3	1	...	...	...	3	...	...	1	...	1	1	...	...	...	...	3	3	...	3	3	3
28	...	...	...	1	1	...	...	...	...	1	...	2	1	...	1	...	...	...	...	...	2	...	...	...
	...	5	40	29	12	1	2	33	24	15	23	8	6	29	5	21	1	23	17	68	47	58	29	38
1	...	...	...	...	1	...	...	...	...	1	1	...	1	2	...	1	...	2	...	1	...	1	1	1
2	...	...	1	2	2	...	1	...	...	...	...	...	1	2	...	1	...	...	...	3	2	3	1	...
3	...	...	3	...	1	...	...	1	...	2	...	1	...	1	...	1	...	1	1	2	1	3	1	1
4	...	...	2	2	1	...	...	1	2	...	...	1	1	...	1	1	...	1	1	2	3	3	2	1
5	...	...	2	...	...	...	...	2	2	...	2	...	1	1	1	2	...	1	1	2	2	2	...	2
	...	...	8	4	5	...	1	4	2	5	3	2	3	6	2	6	...	5	3	10	8	11	5	5
1	...	...	1	...	1	...	1	...	1	...	1	...	1	...	...	1	...	...	1	1	1	1	1	1
2	...	...	1	...	1	...	...	1	...	1	...	...	1	...	1	1	...	...	1	1	1	1	1	1
3	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	2	1	...	2
4	...	...	3	...	1	...	...	...	1	...	1	...	...	...	...	...	...	...	...	2	1	3	1	3
5	...	...	2	...	1	...	...	...	1	...	1	...	...	2	...	2	...	...	2	2	2	2	...	2
6	...	...	1	...	1	...	...	...	1	...	1	...	1	...	1	...	...	...	...	...	...	...	...	1
7	...	...	2	...	1	...	...	...	1	...	1	...	...	1	...	...	...	...	...	2	2	2	...	2
8	...	...	2	...	...	...	2	...	...	...	...	...	...	...	2	...	...	...	2	2	1	1	1	1
9	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	1	1	1	1
10	...	...	1	...	1	...	...	...	1	1	1	...	1	...	1	...	...	...	...	1	1	1	1	1
11	...	...	1	...	...	...	...	...	...	1	...	1	...	...	...	1	...	...	...	1	...	1	1	...
12	...	...	...	3	3	...	...	...	...	1	2	...	...	2	...	1	...	...	...	...	...	...	...	...
13	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	1	1	1	1	...
14	...	...	...	1	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	1	1	1	...	1
15	...	...	1	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	2	1	2	...	...
16	...	...	1	...	...	...	...	1	...	1	1	...	...	1	...	1	...	...	1	1	1	1	...	1
17	...	...	...	2	...	...	...	...	...	1	...	1	...	...	1	1	...	...	...	1	1	2	...	1
18	...	...	1	...	...	...	...	1	1	...	1	...	1	...	1	1	...	...	...	1	1	1	1	1
19	...	...	2	...	...	...	...	1	...	...	1	...	1	...	1	...	...	...	1	1	1	1	1	1
20	...	...	1	1	1	...	...	1	...	...	...	...	...	1	...	...	...	...	...	1	1	1	1	...
21	...	...	1	...	1	...	...	...	1	...	1	...	...	1	...	1	...	...	...	1	1	1	1	1
22	...	...	...	...	1	...	...	...	...	...	1	...	...	1	...	...	...	...	...	1	1	1	...	1
23	...	...	1	...	...	...	...	...	1	...	...	...	1	...	1	...	...	...	...	1	1	1	1	...
24	...	...	1	...	...	...	...	...	...	1	1	...	...	1	...	1	...	...	1	1	1	1	1	1
25	...	...	1	...	1	...	...	...	1	...	2	...	1	1	1	1	...	...	1	4	2	2	...	1
26	...	...	3	...	1	...	...	1	...	4	1	...	...	2	...	1	...	...	2	3	3	3	3	3
27	...	...	1	...	1	...	1	1	1	...	1	...	...	1	...	...	...	...	1	1	1	1	1	...
28	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1	1
29	...	...	...	1	...	...	1	1	...	...	1	...	...	2	1	...	...	...	...	1	1	1	...	...
30	...	...	1	...	...	...	...	...	1	...	1	...	...	1	...	...	...	...	...	1	1	1	...	1
	...	1	31	10	18	...	5	9	14	12	21	2	8	18	9	13	...	...	13	38	35	37	19	29
	151	746	1543	577	447	133	167	540	877	288	544	167	160	813	99	552	1	52	278	2403	612	2895	500	1027
	205	721	1498	410	507	111	121	466	826	147	496	97	65	773	48	416	6	3	255	2290	...	2652	472	996
	...	25	45	167	...	22	46	74	51	141	48	70	95	42	51	136	...	49	23	113	...	243	28	31
	54	...	...	...	60	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...

Table F. THE ROMAN CATHOLIC SEPARATE

	MUNICIPALITIES.	No. of Separate Schools.	RECEIPTS.					EXPENDITURES.		
			Amount of the Legislative School Grant.*	Legislative apportionment for Maps and Apparatus.	Amount raised from School Rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for Maps and Apparatus.	Amount paid for other purposes.
	School Sections.		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Arthur, No. 1	1	40 00	.....	.....	.....	40 00	40 00	.....	.....
2	Arthur, No. 2	1	59 00	.....	258 80	.....	317 80	270 00	.....	47 80
3	Bastard, No. 1	1	12 45	.....	47 62	96 38	156 45	144 00	.....	12 45
4	Camden East, No. 15	1	8 75	.....	.....	.....	8 75	8 75	.....	.....
5	Carrick	1	69 12	.....	.....	24 00	93 12	58 50	.....	34 62
6	Charlottenburgh, No. 16	1	40 82	.....	43 00	42 00	125 82	105 40	.....	20 42
7	Charlottenburgh, No. 17	1	25 12	.....	.....	40 00	65 12	52 56	.....	12 56
8	Edwardsburgh, No. 1	1	25 02	.....	29 86	76 65	131 53	120 75	.....	10 78
9	Ellice, No. 7	1	19 92	.....	.....	.....	19 92	19 92	.....	.....
10	Etobicoke, No. 6	1	30 21	.....	.....	.....	30 21	30 21	.....	.....
11	Fitzroy, No. 8	1	17 64	.....	.....	145 00	162 64	145 00	.....	17 64
12	Grantham, No. 7	1	46 28	.....	.....	65 90	112 18	88 90	.....	23 28
13	Greenock, No. 1	1	9 12	.....	170 00	55 00	234 12	125 00	.....	109 12
14	Hallowell, No. 15	1	13 00	.....	47 50	156 50	217 00	200 00	.....	17 00
15	Hawkesbury East, No. 2	1	12 46	.....	54 00	.....	66 46	40 00	.....	26 46
16	Hawkesbury East, No. 4	1	27 80	.....	148 00	.....	175 80	88 00	.....	87 80
17	Hawkesbury East, No. 7	1	25 02	.....	188 00	.....	213 02	96 00	.....	117 02
18	Kingston, No. 8	1	32 30	.....	41 00	41 56	114 86	114 86	.....	.....
19	Lancaster, No. 9	1	14 54	.....	.....	.....	14 54	14 54	.....	.....
20	Lancaster, No. 10	1	12 24	.....	22 37	.....	34 61	22 37	.....	12 24
21	Lancaster, No. 11	1	27 54	.....	.....	.....	27 54	13 16	.....	14 38
22	Leeds & Lansdown F., No. 3	1	59 40	.....	35 59	47 75	142 74	119 67	.....	23 07
23	Lochiel, No. 10	1	105 00	.....	22 55	352 45	480 00	480 00	.....	.....
24	Maidstone, No. 3	1	26 10	.....	.....	45 50	71 60	45 50	.....	26 10
25	Markham & Vaughan, No. 1	1	38 28	5 00	52 74	48 00	144 02	93 99	10 00	40 03
26	Nepean, No. 13	1	15 50	.....	.....	116 50	132 00	132 00	.....	.....
27	Nichol, No. 1	1	26 60	.....	73 45	50 00	150 05	140 00	.....	10 05
28	Nottawasaga, No. 2	1	45 87	.....	.....	9 50	55 37	33 50	.....	21 87
29	Oneida, No. 6	1	37 44	.....	257 10	97 87	392 41	354 00	.....	38 41
30	Orillia, No. 1	1	42 50	.....	.....	.....	42 50	42 50	.....	.....
31	Percy, No. 5	1	22 42	.....	.....	8 64	31 06	8 64	.....	22 42
32	Pittsburgh, No. 7	1	15 05	.....	74 19	40 00	129 24	114 19	.....	15 05
33	Pittsburgh, No. 8	1	12 90	.....	160 00	.....	172 90	73 87	.....	99 03
34	Raleigh, No. 6	1	8 89	.....	115 00	1 75	125 64	125 00	.....	... 64
35	Sandwich, No. 8	1	16 83	.....	.....	25 00	41 83	41 83	.....	.....
36	Thurlow, No. 20	1	55 96	.....	103 70	18 25	177 91	116 78	.....	61 13
37	Vaughan, No. 18	1	16 45	.....	.....	.....	16 45	16 45	.....	.....
38	Vespra, No. 7	1	19 73	.....	.....	80 00	99 73	80 12	.....	19 61
39	Wellesley, No. 9	1	14 67	.....	105 00	.....	119 67	81 00	.....	38 67
40	Wellesley, No. 10	1	24 45	.....	30 00	23 00	77 45	64 25	.....	13 20
41	Wellesley, No. 11	1	35 86	.....	189 06	80 00	304 92	256 00	.....	48 92
42	Westminster, No. 13	1	22 23	.....	48 00	61 00	131 23	65 12	.....	66 11
43	Williams, No. 11	1	11 13	.....	.....	.....	11 13	11 13	.....	.....
44	Wilmot, No. 15	1	50 75	.....	190 00	102 75	343 50	312 00	.....	31 50
45	Windham, No. 8	1	4 27	.....	43 60	65 00	112 87	42 00	.....	70 87
46	Wolfe Island, No. 1	1	28 60	.....	100 40	54 38	183 38	144 00	.....	39 38
47	Wolfe Island, No. 11	1	8 55	.....	86 00	10 00	104 55	34 25	.....	70 30
48	Wolford, No. 20	1	25 20	.....	23 99	132 40	181 59	56 82	.....	124 77
49	York, No. 1	1	36 96	.....	.....	144 47	181 43	140 00	.....	41 43
50	York, No. 21	1	34 38	.....	.....	.....	34 38	34 38	.....	.....
	Total	50	1430 32	5 00	2760 52	2357 20	6553 04	5056 91	10 00	1486 13

* Partly paid in 1859.

Schools of Upper Canada, 1858. Table F.

	PUPILS AND TIME.		TEACHERS.					RELIGIOUS EXERCISES.		STUDIES.											MAPS, APPARATUS, ETC.			
	No. of pupils.	No. of months open.	No. of Teachers.	Male.	Female.	Members of religious orders. Male.	Members of religious orders. Female.	No. of schools opened and closed with prayer.	No. of schools reading the Bible.	No. of schools teaching Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboards.	When first established.
1	118	...	...	...	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1853
2	164	12	1	1	...	...	...	...	...	1	1	1	1	1	...	1	...	...	...	...	...	...	...	1854
3	58	12	1	1	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1856
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1852
5	40	12	1	1	...	...	...	...	...	1	1	1	1	1	1	1	1	...	...	...	...	...	...	1853
6	55	12	1	...	1	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	1	1843
7	67	12	1	1	...	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	1	1855
8	44	10	1	1	...	...	...	1	...	1	...	1	1	1	...	...	...	...	...	...	...	...	1	1856
9	57	12	1	1	...	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1857
10	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1843
11	49	10	1	1	...	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1857
12	66	13	1	1	...	...	...	...	...	1	1	1	1	1	1	1	...	...	...	...	...	...	...	1857
13	50	4	1	1	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	1	1858
14	63	9	1	1	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	1	...	1	1854
15	35	6	1	...	1	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	1858
16	44	12	1	...	1	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	...	1	1	1857
17	52	10	1	...	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	1	1	1853
18	57	...	1	1	...	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1844
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1857
20	42	9	1	1	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1857
21	58	12	1	...	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1855
22	58	8	1	1	...	...	...	1	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
23	129	12	2	1	1	...	1	1	1	1	1	1	1	1	1	1	1	1	...	...	1	1	1	1854
24	46	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1851
25	62	8	1	...	1	...	...	1	1	1	1	1	1	1	...	...	...	...	...	...	...	1	1	1857
26	20	12	1	1	...	...	...	...	...	1	1	1	...	...	1	...	...	...	...	...	1	...	...	1856
27	77	6	1	1	...	...	...	1	...	1	1	1	1	...	...	...	...	...	...	...	...	...	1	1853
28	38	12	1	...	1	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	1	...	...	1856
29	89	12	1	1	...	...	...	1	...	1	1	1	1	1	1	1	...	1	...	...	...	...	...	1854
30	78	12	1	1	...	...	...	...	...	1	1	1	1	1	1	1	1	1	...	...	...	1	...	1856
31	60	11	1	...	1	...	...	1	...	1	1	1	1	...	1	...	...	...	...	...	1	...	...	1857
32	49	10	1	1	1	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1858
33	37	10	1	...	...	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1857
34	46	6	1	1	1	...	...	1	1	1	1	1	1	1	...	...	...	...	...	...	...	...	1	1856
35	24	6	1	1	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1853
36	52	11	1	1	...	...	...	...	...	1	1	1	1	1	...	...	...	...	1	...	...	1	1	1850
37	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1857
38	32	10	1	1	...	...	...	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	1858
39	20	6	...	...	...	...	...	1	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1857
40	18	6	...	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1	1847
41	84	12	1	1	...	...	...	1	1	1	1	1	1	1	1	...	...	...	...	...	...	...	...	1849
42	28	10	1	1	...	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	1	...	...	1846
43	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1854
44	66	12	1	1	...	...	...	1	1	1	1	1	1	...	...	...	...	...	...	...	...	...	...	1843
45	29	6	1	...	1	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1856
46	101	12	...	...	...	...	...	...	...	1	1	1	1	...	...	...	...	...	...	...	...	...	1	1854
47	32	9	2	...	2	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1858
48	48	11	1	...	1	...	...	...	...	1	1	1	1	1	...	...	...	...	...	...	...	...	...	1854
49	57	11	1	...	1	...	...	1	...	1	1	1	1	1	1	...	...	...	...	...	...	...	...	1857
50	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1858
	4499	10	41	26	15	...	1	23	10	40	41	42	38	32	9	7	3	3	1	...	6	6	14	...

Table F.—*(Continued.)* THE ROMAN CATHOLIC SEPARATE

	CITIES, TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	No. of Separate Schools.	RECEIPTS. Amount of the Legislative School Grant,*	Legislative apportionment for Maps and Apparatus.	Amount raised from School Rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	EXPENDITURES. Amount paid to Teachers.	Amount paid for Maps and Apparatus.	Amount paid for other purposes.
	Cities.		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Toronto	6	2043 36	5 94	...	1384 11	3433 41	2418 35	105 50	909 56
2	Hamilton	2	514 80	10 59	384 33	787 36	1697 08	1281 61	21 18	394 29
3	Kingston	2	693 25	...	800 72	142 99	1636 96	579 51	...	1057 45
4	London	2	151 45	...	261 00	451 90	864 35	356 00	...	508 35
5	Ottawa	8	955 20	...	...	1105 42	2060 62	812 55	30 00	1218 07
	Total	20	4358 06	16 53	1446 05	3871 78	9692 42	5448 02	156 68	4087 72
	Towns.									
1	Belleville	1	365 04	...	300 00	...	665 04	240 00	...	425 04
2	Brantford	1	45 10	...	77 00	469 21	391 31	275 15	...	116 16
3	Brockville	1	203 00	...	...	...	203 00	203 00	...	...
4	Chatham	1	35 15	...	105 00	110 14	250 29	240 00	...	10 29
5	Clifton	1	35 20	...	54 00	143 11	232 31	200 00	...	32 31
6	Cobourg	1	68 98	...	60 00	101 82	230 80	200 00	...	30 80
7	Dundas	1	161 13	10 69	166 00	3244 00	3581 82	250 00	...	3310 44
8	Guelph	2	247 20	8 56	49 00	423 50	728 26	399 00	21 38	312 14
9	Lindsay	1	70 00	...	420 00	...	490 00	400 00	17 12	90 00
10	Niagara	1	148 32	17 00	74 16	186 00	408 48	236 00	...	172 48
11	Paris	1	48 72	...	82 85	120 06	268 63	119 32	...	115 31
12	Perth	1	65 28	...	632 85	32 38	730 51	530 00	34 00	200 51
13	Peterborough	3	243 36	...	...	...	243 36	243 36	...	...
14	Picton	1	53 28	...	...	...	53 28	53 28	...	...
15	Prescott	1	202 71	...	100 00	285 92	588 63	566 10	...	22 53
16	St. Catharine's	1	309 70	...	300 00	335 39	945 09	945 09	...	...
	Total	17	2302 17	36 25	2420 86	5251 53	10010 81	5100 30	72 50	4838 01
	Town Municipalities.									
1	Amherstburgh	1	180 68	9 00	158 00	593 30	940 98	313 00	18 00	609 98
2	Barrie	1	111 11	7 63	42 50	7 75	168 99	153 73	15 26	...
	Total	2	291 79	16 63	200 50	601 05	1109 97	466 73	33 26	609 98
	Incorporated Villages.									
1	Preston	1	10 40	...	106 68	99 59	216 67	206 27	...	10 40
2	Thorold	1	83 26	6 00	54 00	181 50	324 76	216 00	12 00	96 76
3	Napanee	1	9 36	...	...	...	9 36	9 36	...	...
4	Newmarket	1	23 84	5 00	82 80	155 82	267 46	205 83	10 00	51 63
5	Oshawa	1	22 05	...	...	...	22 05	22 05	...	...
	Total	5	148 91	11 00	243 48	436 91	840 30	659 51	22 00	158 79
	Total 1858	94	8531 25	85 41	7071 41	12518 47	28206 54	16731 47	294 44	11180 63
	Total 1857	100	8515 17	...	10398 13	13455 14	32368 44	18743 51	...	13624 93
	Increase	...	16 08	...	...	...	...	...	...	...
	Decrease	4	...	...	3326 72	936 67	4161 90	2012 04	...	2444 30

* Partly paid in 1859.

SCHOOLS OF UPPER CANADA, 1858. Table F.—*(Continued.)*

	PUPILS AND TIME.		TEACHERS.					RELIGIOUS EXERCISES.		STUDIES.											MAPS, APPARATUS, ETC.			
	No. of pupils.	No. of months open.	No. of Teachers.	Male.	Female.	Members of religious orders. Male.	Members of religious orders. Female.	No. of Schools opened and closed with prayer.	No. of schools reading the Bible.	No. of schools teaching Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book-keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Maps.	Apparatus.	Blackboards.	When first established.
1	1807	11	18	9	9	9	9	6	...	6	6	6	6	6	6	6	6	6	6	...	6	...	6	1845
2	1103	7	8	2	6	...	6	...	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1856
3	736	10	7	4	3	4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1854
4	374	7	8	3	5	...	3	2	...	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1858
5	723	10	8	5	3	...	2	8	8	8	8	8	8	8	8	...	8	8	8	2	...	...	8	1856
	4743	9	49	23	26	13	23	18	10	20	20	20	20	20	20	12	20	20	20	8	12	6	20	...
1	186	12	1	1	...	...	...	1	...	1	1	1	1	1	1	1	1	1	...	...	1	1	1	1851
2	180	7	2	...	2	...	2	...	...	1	1	1	1	1	1	...	...	...	1	...	1	1	1	1853
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1853
4	68	12	1	...	1	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	1	1	1	1851
5	77	12	1	1	...	...	...	1	...	1	1	1	1	1	...	...	...	...	...	...	1	1	1	1857
6	126	9	1	1	...	...	...	...	...	1	1	1	1	1	...	1	1	...	...	...	...	...	1	1858
7	254	5	2	1	1	...	...	1	1	1	1	1	1	1	1	...	...	...	...	...	1	1	1	1858
8	282	...	3	1	2	...	...	...	2	2	2	2	2	2	2	1	2	2	...	...	2	2	2	1853
9	227	...	1	...	...	...	2	1	...	1	1	1	1	1	...	...	...	...	1	...	...	1	1	1856
10	164	...	2	1	...	...	...	1	...	1	1	1	1	1	...	1	...	...	...	...	1	1	1	1853
11	133	7	...	...	2	...	...	...	...	1	1	1	1	1	1	...	...	...	...	...	1	1	...	1856
12	130	12	2	1	1	...	...	1	...	...	...	1	1	1	1	1	...	...	1	...	1	...	...	1853
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1852
14	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1850
15	178	11	2	2	...	...	...	1	...	1	1	1	1	1	1	1	1	1	...	...	1	1	...	1852
16	...	9	2	1	1	...	...	...	...	1	1	1	1	1	1	1	1	...	...	...	1	1	1	1857
	2005	9	20	10	10	...	4	8	4	13	13	14	14	14	9	7	6	4	3	...	12	12	11	...
1	237	12	1	1	...	...	...	...	1	1	1	1	1	1	1	1	...	...	...	...	1	1	1	1853
2	135	10	2	...	2	...	2	...	1	1	1	1	1	1	...	...	...	...	...	...	1	...	...	1856
	372	11	3	1	2	...	2	...	2	2	2	2	2	2	1	1	...	...	...	...	2	1	1	...
1	82	11	1	1	...	...	...	1	1	1	1	1	1	1	1	...	...	...	...	...	1	...	...	1847
2	144	12	1	1	...	...	...	1	...	1	1	1	1	1	1	1	1	1	...	...	...	1	1	1853
3	53	8	1	1	...	...	...	...	1	1	1	1	1	...	1	1	...	...	...	...	...	...	1	1858
4	93	11	2	1	1	...	...	...	1	1	1	1	1	1	1	1	1	1	1	...	...	...	...	1856
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1858
	372	10	5	4	1	...	...	2	3	4	4	4	4	3	4	3	2	2	1	...	1	1	2	...
	9991	10	118	64	54	13	30	50	29	79	80	82	78	71	43	30	31	29	25	8	33	26	48	...
	9964	11	112	60	52	13	27	49	23	78	76	83	76	70	44	35	26	14	14	12	47	27	39	...
	27	...	6	4	2	...	3	1	4	1	4	...	2	1	...	...	5	15	11	...	...	...	9	...
	...	1	...	...	...	...	...	...	...	...	...	1	...	...	1	5	...	1	...	4	14	1	...	...

Table G. THE GRAMMAR SCHOOLS

COUNTIES.		THE GRAMMAR SCHOOLS.	MON RECEIPTS. Legislative Grant: Masters' Salaries.*	Maps, Apparatus, Prizes, and Libraries.	LOCAL SOURCES: From Fees.	From Municipal Grants.	Balances and others sources.	Total receipts for Grammar School purposes, 1858.
			$	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.
Stormont, Dundas and Glengarry	1	Cornwall	874	10 00	551 88	.... ..	43 16	1479 04
	2	Williamstown	314	.. ..	141 00	57 00	... ..	512 00
	3	Matilda	206	.. ..	231 75	.... ..	40 00	477 75
Prescott and Russell	4	L'Orignal	400	.. ..	138 35	.... ..	.... ..	538 35
	5	Vankleekhill	350	.. ..	150 00	.... ..	.... ..	500 00
Carleton	6	Ottawa	680	.. ..	319 25	.... ..	371 00	1370 25
	7	Richmond	210	.. ..	131 40	10 00	7 40	358 80
Leeds and Grenville	8	Brockville	650	.. ..	718 83	.... ..	160 00	1528 83
	9	Prescott	520	.. ..	378 25	300 00	228 75	1427 00
	10	Kemptville	230	.. ..	104 25	265 75	6 00	606 00
	11	Gananoque	133	.. ..	126 40	.... ..	41 51	300 91
Lanark and Renfrew	12	Perth	290	.. ..	.... ..	230 00	280 00	800 00
	13	Smith's Falls	260	.. ..	143 00	197 00	130 00	730 00
	14	Lanark	210	.. ..	40 00	400 00	.... ..	650 00
	15	Carleton Place	200	.. ..	210 00	59 40	119 40	588 80
Frontenac, Lennox and Addington	16	Kingston	640	.. ..	440 00	.... ..	731 80	1811 80
	17	Newburgh	410	.. ..	56 95	200 00	50 00	716 95
	18	Bath	188	.. ..	100 00	100 00	.... ..	388 00
	19	Napanee	300	.. ..	174 80	126 88	331 10	932 78
Prince Edward	20	Picton	450	.. ..	132 33	315 17	70 00	967 50
	21	Consecon	250	.. ..	46 00	.... ..	311 00	607 00
Hastings	22	Belleville	800	.. ..	21 00	.... ..	457 25	1278 25
Northumberland and Durham	23	Cobourg	600	.. ..	246 00	.... ..	.... ..	846 00
	24	Port Hope	580	.. ..	576 00	852 28	.... ..	2008 28
	25	Bowmanville	220	.. ..	99 00	400 00	83 00	802 00
	26	Brighton	150	.. ..	250 00	.... ..	160 00	560 00
	27	Colborne	200	.. ..	69 00	.... ..	329 67	598 67
Peterboro' and Victoria	28	Peterborough	400	.. ..	.... ..	.... ..	.... ..	400 06
	29	Norwood	200	.. ..	.... ..	.... ..	.... ..	200 00
	30	Lindsay	200	.. ..	40 00	.... ..	.... ..	240 00
Ontario	31	Whitby	400	.. ..	419 00	60 00	.... ..	879 00
	32	Uxbridge	200	.. ..	8 00	.... ..	.... ..	208 00
	33	Oshawa	300	... ..	306 00	.... ..	.... ..	606 00
York and Peel	34	Toronto	1000	20 39	806 50	1000 00	767 48	3594 37
	35	Newmarket	420	.. ..	350 84	200 00	66 00	1036 84
	36	Streetsville	192	26 88	42 87	200 00	53 58	515 33
	37	Richmond Hill	415	29 17	179 03	200 00	4 87	828 07
	38	Brampton	390	.. ..	14 00	.... ..	410 00	814 00
	39	Weston	300	6 00	220 80	200 00	6 00	732 80
	40	Markham	285	.. ..	390 00	200 00	.... ..	875 00
Simcoe	41	Barrie	650	58 69	345 00	.... .	.... ..	1053 69
	42	Bond Head	100	.. ..	.... ..	.... ..	.... ..	100 00
Halton	43	Milton	440	2 50	234 00	.... ..	.... ..	676 50
	44	Oakville	400	149 50	203 75	300 30	106 45	1160 00
Wentworth	45	Hamilton	650	.. ..	.... ..	.... ..	.... ..	650 00
	46	Ancaster	300	.. ..	.... ..	.... ..	249 00	549 00
	47	Dundas	250	.. ..	479 00	513 63	436 32	1678 95
	48	Waterdown	200	.. ..	223 27	160 00	66 74	650 01
Brant	49	Brantford	400	.. ..	317 00	.... ..	483 00	1200 00
	50	Paris	400	.. ..	54 00	352 50	.... ..	806 50
	51	Scotland	192	.. ..	13 38	.... ..	89 44	294 82

* *Partly paid in 1859.*

OF UPPER CANADA, 1858. Table G.

EYS.

	EXPENDITURES.					Balance over.	NAMES OF THE HEAD MASTERS IN 1858.
	For Masters' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Building, Rent and Repairs.	For contingencies and Books.	Total Expenditure for Grammar Schools, 1858.		
	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	
1	1375 88	26 00	20 20	44 97	1467 05	11 99	Rev. H. W. Davies, M.A., *Trin. Coll.*, Tor.
2	284 00	5 00	52 05	.... ..	341 00	171 00	D. J. MacLean, B.A., *Q. Coll.*, Kingston.
3	350 00	.... ..	40 00	53 75	443 75	34 00	Samuel Cowan.†
4	337 35	.... ..	.... ..	.... ..	337 35	201 00	Alexander McNaughton.*
5	325 00	.... ..	.... ..	.... ..	325 00	175 00	Rev. D. Clarke, A.M., *King's Coll.*, Aberd.
6	778 85	.... ..	234 60	356 80	1370 25	.... ..	O. T. Miller, A.M., *University of Glasgow.*
7	191 40	.... .	17 40	.... ..	208 80	150 00	C. R. Dickinson, B.A., *Trin. Coll.*, Dublin.
8	1366 84	.... ..	160 00	.... ..	1526 84	1 99	J. J. Dunlop, A.M., *Trin. Coll.*, Dublin.
9	1025 00	.... ..	130 00	.... ..	1155 00	272 00	David Beach, A.M., *Victoria Coll.*, Cobourg.
10	600 00	6 00	.... ..	.... ..	606 00	.... ..	J. M. Fraser, B.A., *Queen's Coll.*, Kingston.
11	167 91	.... ..	....	.... ..	167 91	133 00	Joshua Fraser, B.A., *Q. Coll.*, Kingston.
12	800 00	.... ..	.... ..	.... ..	800 00	.... ..	R. T. Livingstone.†
13	600 00	.... ..	.... ..	.... ..	600 00	130 00	A. McLennan, B.A., *Q. Coll.*, Kingston.
14	395 00	.... ..	.... ..	150 00	545 00	105 00	William Stitt.†
15	311 70	.... ..	.... ..	9 37	321 07	267 73	Peter McLaren, *Queen's Coll*, Kingston.
16	1080 00	20 00	... ..	711 80	1811 80	.... ..	W. J. Irwin, M.A., *Univ. of Cambridge.*
17	350 00	.... ..	.... ..	91 95	441 95	275 00	Wm. Lewin, B.A., *Trinity College*, Dublin.
18	286 00	.... ..	.. ..	.... ..	286 00	102 00	E. R. Davies.†
19	418 71	.... ..	220 00	144 05	782 76	150 02	Robert Phillips.†
20	800 00	70 00	37 50	60 00	967 50	.... ..	Stuart Foster.†
21	600 00	.... ..	.... ..	.... ..	600 00	7 00	Neil Dunbar, A.B., *Queen's Coll.*, Kingston.
22	1125 00	21 00	66 25	66 00	1278 25	.... ..	Alexander Burdon.*
23	846 00	.... ..	.... ..	.... ..	846 00	.... ..	S. Lightburne, M.A., *University of Toronto.*
24	1781 20	6 00	122 75	98 33	2008 28	.... ..	John Gordon.†
25	600 00	50 00	.... ..	152 00	802 00	.... ..	R. McGee.†
26	510 00	.... ..	.... ..	.... ..	510 00	50 ..	James Hubbert.†
27	598 67	.... ..	.... ..	.... ..	598 67	.... ..	James B. Dixon.†
28	400 00	.... ..	.... ..	.... ..	400 00	.... ..	Rev. John McClure.†
29	200 00	.... ..	.... ..	.... ..	200 00	.... ..	William Macwilliam.*
30	240 00	.... ..	... ..	.... ..	240 00	.... ..	William Daunt.†
31	619 00	60 00	.... ..	.... ..	679 00	200 00	William McCabe.†
32	58 00	.... ..	.... ..	.... ..	58 00	150 00	John Strachan, M.A., *St. Andrew's Univ.*
33	500 25	.... ..	6 00	20 17	526 42	79 58	Charles Camidge.†
34	3111 66	41 78	7 00	161 05	3321 49	272 88	M. C. Howe, LL.D., *Trin. Coll.*, Dublin.
35	770 84	72 00	164 00	30 00	1036 84	.... ..	S. A. Marling, M.A., *University of Toronto.*
36	196 50	53 76	37 60	52 04	339 90	175 43	T. S. Russell, A.M., *University of Glasgow.*
37	600 00	58 34	47 75	39 57	745 66	82 41	Rev. James Boyd.†
38	435 00	.... ..	20 00	30 00	485 00	329 00	John Thomson, A.B., *Q. Coll.*, Kingston.
39	309 97	12 00	... ..	.... ..	321 97	410 83	Rev. J. B. Logan, M.A., *V. Coll.*, Cobourg.
40	467 00	.... ..	228 50	36 50	732 00	143 00	Ed. T. Crowle, Ph. D., *Univ. of Giessen.*
41	670 00	117 38	... ..	4 50	791 88	261 81	Rev. W. F. Checkley, A.B., *T. Coll.*, Dublin.
42	100 00	.... ..	.... ..	.... ..	100 00	.... ..	Rev. C. Boyer, B.A., *University of Oxford.*
43	454 00	5 00	.... ..	.... ..	459 00	217 50	James Regan, M.A., *University of Durham.*
44	800 00	299 00	.... ..	60 00	1159 00	1 00	William Oliver, B.A., *University of Toronto.*
45	650 00	.... ..	.... ..	.... ..	650 00	.... ..	H. J. Woodroffe, B.A., *Trin. Coll.*, Dublin.
46	150 00	.... ..	51 30	.... ..	201 30	347 70	R. Unsworth, Jr., B.A., *Univ. of Toronto.*
47	1189 40	.... ..	.... ..	239 48	1428 88	250 07	John King, A.M., *Trinity College*, Dublin.
48	600 00	.... ..	.... ..	50 00	650 00	 01	D. B. McLennan, B.A., *Q. Coll.*, Kingston.
49	1000 00	.... ..	.... ..	.... ..	1000 00	200 00	Rev. P. D. Muir, A.B., *Q. Coll.* Kingston.
50	750 00	.... ..	.... ..	6 50	756 50	50 00	Jonathan W. Acres.†
51	250 00	30 32	.... ..	14 50	294 82	.... ..	David Allison, A.M., *Marisch. Coll.*, Aber.

* Appointed under the old law.

† Certificates from the Committee of Examiners.

Table G.—(*Continued.*) THE GRAMMAR SCHOOLS

MON

COUNTIES.		THE GRAMMAR SCHOOLS.	RECEIPTS.					
			Legislative Grant		LOCAL SOURCES.			
			Masters' Salaries.*	Maps, Apparatus, Prizes and Libraries.	From Fees.	From Municipal Grant.	Balances and other sources.	Total receipts for Grammar School purposes, 1858.
			$	$ Cts.	$ Cts.	$ Cts.	$ Cts	$ Cts.
Lincoln	52	Niagara	400	12 00	584 00	200 00	.... ..	1196 00
	53	St. Catharine's	250	29 98	1750 10	300 00	39 52	2369 60
	54	Grimsby	200	21 25	304 60	200 00	125 99	851 84
	55	Beamsville	167	.. ..	240 91	200 00	1 58	609 49
Welland	56	Merrittsville	400	.. ..	257 00	.... ..	.... ..	657 00
	57	Drummondville	120	.. ..	332 50	116 09	487 91	1056 50
Haldimand	58	Caledonia	220	.. ..	42 63	160 00	237 89	660 52
Norfolk	59	Simcoe	630	34 48	416 50	.... ..	44 02	1125 00
	60	Port Dover	250	.. ..	5 00	.... ..	62 00	317 00
Oxford	61	Woodstock	760	.. ..	209 50	.... ..	.... ..	969 50
	62	Ingersoll	360	.. ..	.... ..	.... ..	.... ..	360 00
Waterloo	63	Berlin	440	18 00	190 50	289 05	35 63	973 18
	64	Galt	600	12 25	671 28	600 00	214 15	2097 68
Wellington	65	Guelph	520	55 00	134 75	828 75	.... ..	1538 50
	66	Elora	480	.. ..	120 00	130 00	200 00	930 00
Grey	67	Owen Sound	396	.. ..	5 25	227 50	.... ..	628 75
Perth	68	Stratford	600	.. ..	240 00	400 00	65 13	1305 13
Huron and Bruce	69	Goderich	720	.. ..	141 89	.... ..	389 14	1251 03
Middlesex	70	London	1120	.. ..	397 80	.... ..	661 71	2179 51
Elgin	71	St. Thomas	558	.. ..	294 00	371 22	.... ..	1223 22
	72	Vienna†	452	.. ..	150 00	381 62	302 69	1286 31
Kent	73	Chatham	740	35 00	500 00	50 00	72 99	1397 99
Lambton	74	Sarnia	600	.. ..	146 50	200 00	37 88	984 38
Essex	75	Windsor	400	.. ..	.... ..	.... ..	.... ..	400 00
		Total	30382	521 09	17376 59	11554 14	9668 15	69501 97
		‡Balances	.....	.....	2615 35	1751 70	1748 95	6116 00
		Grand Total	30382	521 09	19991 94	13305 84	11417 10	75617 97
		Total 1857	28169	.....	19517 84	16830 84	21731 89	86249 55
		Increase	2213	.....	474 10	.....	.....	.....
		Decrease	.....	.....	.....	3525 00	10314 79	10631 58

* Partly paid in 1859. † $50 on account of 1857. ‡ See Note to Table A.

Table H. METEOROLOGICAL STATIONS AT THE

Under the authority of the Grammar School Act of 1855, an extra grant of $400 per annum is made to each Senior the duty of the Master to make the necessary returns every month to the Educational Department. Out of the 31 Coun price to purchase a set of instruments, and but few of these (as will be seen from the following,) make the returns

	Name of Meteorological Station.	No. of months since the Station has been established.	No. of monthly abstracts since received at the Education Office.	CHARACTER OF ABSTRACTS RECEIVED.		
				Well prepared.	Indifferently prepared.	Imperfectly prepared.
1	Niagara	19	2	...	2	...
2	Hamilton	19	8	5	3	...
3	Belleville	19	15	13	2	...
4	Barrie	19	13	13	...	...
5	Chatham	19	11	...	7	4
6	Port Sarnia	19	14	14	...	...
7	*Milton*	18	3	...	...	3
8	*Cornwall*	18	6	6	...	...

OF UPPER CANADA, 1858. **Table G.—(*Continued.*)**

EYS.

	EXPENDITURES.					Balance over.	NAMES OF THE HEAD MASTERS.
	For Masters Salaries.	For Maps Apparatus, Prizes and Libraries.	For Building, Rent and Repairs.	For contingencies and Books.	Total Expenditure for Grammar Schools, 1858.		
	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts.	$ Cts	
52	944 00	24 00	.... ..	.... ..	968 00	228 00	Rev. H. N. Phillipps.*
53	2100 00	59 96	.... ..	73 21	2233 17	136 43	T. D. Phillipps, M.A., *Trin. Coll.*, Toronto.
54	645 00	42 50	20 84	41 10	749 44	102 40	Daniel Campbell.†
55	433 37	7 26	.... ..	68 86	509 49	100 00	William Stewart.†
56	657 00	.... ..	.... ..	.... ..	657 00	.... ..	M. Nelson Burns, M.A., *Univ. Toronto.*
57	600 00	.... ..	400 00	56 50	1056 50	.... ..	Thos. W. Street, B.A., *King's Coll.*, N. B.
58	600 00	13 00	.... ..	42 54	655 54	4 98	David Lennox, A.M., *Jefferson Coll.*, U. S.
59	1000 00	68 96	.... ..	47 15	1116 11	8 89	Rev. J. G. Mulholland, A.M., *T. Coll.*, Dub
60	317 00	.... ..	.... ..	.... ..	317 00	.... ..	Spencer A. Jones.†
61	969 50	.... ..	.... ..	.... ..	969 50	.... ..	George Strauchon.*
62	360 00	.... ..	.... ..	.... ..	360 00	.... ..	G. K. Mulligan.†
63	685 35	36 00	9 00	23 34	753 69	219 49	Robert Matheson, B. A., *Univ. Toronto.*
64	1501 39	24 50	400 00	71 76	1997 65	100 03	William Tassie, M.A., *Univ. Toronto.*
65	1340 00	110 00	63 97	15 00	1528 97	9 53	John May, B.A, *Queen's Coll.*, Kingston.
66	360 00	100 00	.... ..	30 00	490 00	440 00	Rev. J. G. Macgregor.*
67	338 38	7 00	.... ..	63 20	408 58	220 17	John M. Gibson.†
68	760 00	.... ..	79 43	236 90	1076 33	228 80	Charles J. McGregor, M. A., *Univ. Toronto.*
69	868 95	11 15	153 82	170 09	1204 01	47 02	John Haldan, Jr.*
70	1846 07	.... ..	.... ..	93 43	1939 50	240 01	Benjamin Bayly, A.B., *Trin. Coll.*, Dublin.
71	963 00	.... ..	3 02	112 27	1078 29	144 93	John Fraser, A.M., *King's Coll.*, Aberdeen.
72	825 00	.... ..	7 75	252 65	1085 40	200 91	Henry H. Hutton, B.A., *Genesee Coll.*, U. S.
73	1100 00	70 00	67 79	160 20	1397 99	.... ..	George Jamieson.*
74	900 00	.... ..	.... ..	84 38	984 38	.... ..	W. B. Evans, B. A. *Trin. Coll.*, Toronto.
75	400 00	.... ..	.... ..	.... ..	400 00	.... ..	Rev. E. H. Dewar, M.A., *Univ. Oxford.*
	52940 14	1527 91	2868 47	4325 91	61662 43	7839 54	
	8132 93	.....	.....	2389 69	10522 62	.....	
	61073 07	1527 91	2868 47	6715 60	72185 05	.....	
	57552 15	2153 72	10708 10	6293 49	76707 46	9542 09	
	3520 92	.....	.....	422 11	.....	.....	
	.....	625 81	7839 63	.....	4522 41	1702 55	

* Appointed under the old Law.
†Certificates from the Committee of Examiners.

SENIOR COUNTY GRAMMAR SCHOOLS. **Table H.**

County Grammar School, and provision is made for the establishment thereat of a Meteorological Station, and it is made ties in which Senior County Grammar Schools have been established. but 14 have contributed the necessary sum of half required by law.

	Name of Meteorological Station.	No. of months Since the station has been established.	No. of monthly abstracts since received at the Education Office.	CHARACTER OF ABSTRACTS RECEIVED.		
				Well prepared.	Indifferently prepared.	Imperfectly prepared.
9	Guelph	11	1	1	...	...
10	Whitby	11	7	6	1	...
11	Perth	10	None.	...	...	...
12	Picton	10	None.	...	...	...
13	Brantford	1	None.	...	...	...
14	L'Orignal	Instruments purchased, but not yet sent for.		...	...	...
	Total	193	80	58	15	7

	THE GRAMMAR SCHOOLS.	How many pupils attended during 1858.	Total number in subjects prescribed for Grammar Schools.	How many had passed Entrance Examination.*	NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.																		
					ENGLISH.																		
					Class 1.†					Class 2.				Class 3.			Class 4.				Class 5.		
					Total in English.	In English Grammar.	In Spelling.	Elementary Reading.	Elements of Composition.	Etymology of words and Versification.	Art of Reading, (National.)	Sullivan's Dictionary Derivations.	In Composition.	Art of Reading and 5th Book.	Elements of Rhetoric and Logic.	In Composition.	Sullivan's Literary Class Book.	Christian Evidences and Morals.	In composition.	Political Economy and 5th Reader.	Outlines of English Literature.	In Composition.
1	Cornwall	43	43	...	43	33	38	17	...	...	...	...	...	13	...	15	...	...	...	...	3	...
2	Williamstown	51	51	51	51	46	46	...	...	...	...	...	...	46	...	30	...	...	...	21	15	21
3	Matilda	65	52	52	30	20	15	22	...	12	...	...	10	...	...	20	...	...	...	...	...	...
4	L'Orignal	30	30	11	30	5	5	5	...	7	7	...	7	13	...	13	...	...	5	...	...	...
5	Vankleekhill	72	70	70	72	17	17	20	16	9	...	...	4	52	...	4	...	...	5	50	50	50
6	Ottawa	60	60	40	60	40	40	15	30	40	40	40	30	25	15	...	35	...	...	25	25	...
7	Richmond	63	17	17	63	22	50	13	16	...	50	...	8	...	...	...	...	...	...	...	16	8
8	Brockville	79	50	...	79	79	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	Prescott	102	99	99	102	96	100	55	55	...	...	...	20	47	5	24	...	...	...	...	...	...
10	Kemptville	90	90	90	78	50	20	...	12	...	20	...	...	41	...	4	...	2	3	...	...	8
11	Gananoque	26	10	...	26	24	24	...	...	...	...	...	...	13	...	13	...	...	...	13	...	...
12	Perth	63	63	63	43	47	43	...	...	43	...	43	...	43	...	43	...	...	...	...	...	...
13	Smith's Falls	42	31	42	42	42	42	...	26	...	...	...	...	...	...	...	...	...	...	...	...	...
14	Lanark	54	40	35	43	40	43	14	...	...	...	...	...	25	...	...	...	...	...	...	...	...
15	Carleton Place	62	46	46	47	46	62	16	25	47	...	...	22	31	...	...	...	...	...	...	...	...
16	Kingston	42	40	40	42	36	42	10	...	...	...	...	3	25	...	10	...	...	3	...	...	1
17	Newburgh	98	92	92	98	98	98	...	40	92	98	...	...	...	...	...	...	...	...	...	...	...
18	Bath	38	16	16	16	16	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
19	Napanee	106	106	106	106	96	96	...	...	...	...	...	...	96	...	72	...	...	...	...	...	...
20	Picton	85	75	43	85	83	43	10	41	...	...	...	...	40	...	...	...	...	...	...	...	...
21	Consecon	120	17	...	120	17	120	15	10	120	14	...	10	14	...	10	...	...	5	...	10	5
22	Belleville	167	167	167	167	167	167	...	7	...	...	...	13	...	...	14	...	...	14	...	...	8
23	Cobourg	44	41	41	41	41	40	28	...	...	...	...	...	13	...	...	...	...	...	...	...	...
24	Port Hope	133	40	...	133	103	63	63	...	30	...	...	30	...	...	43	...	...	...	43	...	...
25	Bowmanville	60	60	60	30	30	36	...	30	10	...	...	10	30	...	2	...	...	10	30	60	8
26	Brighton	37	37	37	37	28	33	...	21	23	...	...	16	30	12	...	...	...	...	...	...	...
27	Colborne	43	43	43	43	40	43	...	43	...	...	...	...	40	...	...	...	...	...	...	...	...
28	Peterborough	66	66	66	66	66	66	...	23	...	...	...	...	66	...	16	...	...	...	...	...	...
29	Norwood	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	Lindsay	22	20	17	22	22	22	...	13	14	15	...	9	7	...	...	...	...	...	...	...	...
31	Whitby	103	97	97	103	101	103	16	25	37	33	28	78	...	...	...	...	31	...	25	20	...
32	Uxbridge	38	30	30	38	30	38	8	15	...	...	...	15	30	...	...	...	...	...	...	10	...

33	Oshawa	50	20	50	28	28	28	...	28	28	...	...	...	28	...	...	...	...	...	...	...	...	...
34	Toronto	116	116	116	109	106	109	63	109	65	...	...	...	23	15	...	...	15	...	23	...	...	...
35	Newmarket	80	71	71	69	69	61	5	7	61	...	...	...	47	...	62	9	...	...	...	...	...	...
36	Streetsville	41	33	40	40	38	38	1	18	38	18	...	...	20	...	2	...	...	...	...	...	...	...
37	Richmond Hill	70	56	56	44	44	44	...	...	44	...	...	...	22	...	...	...	...	...	...	22	...	25
38	Brampton	76	76	76	76	76	16	14	40	50	...	...	32	...	20	4	...	...	...	...	...	12	...
39	Weston	48	36	36	48	48	40	...	20	40	...	...	...	25	...	28	25	...	...	...	...	5	...
40	Markham	53	50	30	53	53	25	7	18	...	...	...	4	45	...	...	...	...	...	...	...	...	...
41	Barrie	76	71	...	76	76	15	34	16	...	...	...	15	...	...	...	34	21	10	...	15	16	...
42	Bond Head	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Milton	37	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27	...
44	Oakville	65	65	...	65	36	65	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
45	Hamilton	173	173	173	173	146	100	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	...
46	Ancaster	45	38	38	38	7	7	7	7	...	...	...	38	38	...	10	...	...	...	...	...	...	...
47	Dundas	41	33	41	33	24	33	12	12	15	20	15	10	10	...	...	...	1	5	...	1	10	...
48	Waterdown	25	25	25	25	25	25	25	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...
49	Brantford	61	61	61	57	57	57	...	57	57	29	57	...	28	...	...	...	...	...	...	...	...	...
50	Paris	27	25	27	33	...	...	...	30	...	...	...	3	...	...	...	...	...	...	...	...	...	...
51	Scotland	46	46	46	43	42	42	...	8	...	...	...	...	42	...	...	...	...	...	...	...	...	...
52	Niagara	40	40	40	32	13	13	...	32	...	8	...	8	...	...	...	24	...	...	...	...	...	...
53	St. Catharines	94	94	94	94	61	61	29	32	18	25	18	25	24	...	8	...	...	...	...	...	...	...
54	Grimsby	29	24	24	28	5	7	5	...	6	8	...	6	8	...	9	...	...	...	4	...	4	
55	Beamsville	36	34	34	36	35	36	1	6	23	12	...	12	9	...	6	...	...	...	...	...	...	...
56	Merrittsville	47	32	32	47	47	47	15	...	32	...	...	...	23	...	...	...	...	...	9	...	32	
57	Drummondville	35	35	35	35	13	35	...	13	25	...	...	12	32	...	1	...	...	1	10	12	...	
58	Caledonia	46	46	...	46	46	26	...	...	...	...	...	...	12	...	...	...	...	...	...	...	...	...
59	Simcoe	42	42	37	42	42	42	...	14	...	...	...	21	...	...	...	...	...	...	...	...	4	
60	Port Dover	44	44	44	44	23	40	...	...	...	...	...	5	11	...	4	...	...	3	...	...	8	
61	Woodstock	38	38	5	17	17	17	8	17	17	...	...	...	...	...	...	...	...	...	...	...	...	
62	Ingersoll	64	64	64	48	48	...	...	...	...	...	...	...	24	...	48	...	...	...	24	48	48	
63	Berlin	30	30	30	30	...	...	...	15	...	...	...	15	...	...	...	...	...	...	...	...	...	
64	Galt	64	64	...	64	60	60	...	16	64	...	...	...	...	...	...	...	...	...	...	...	42	
65	Guelph	80	88	88	87	36	54	1	27	25	28	...	...	26	...	11	...	...	...	...	...	...	
66	Elora	44	43	16	43	43	43	...	...	31	...	...	17	31	...	17	...	2	2	...	...	...	
67	Owen Sound	73	73	70	73	72	73	12	70	73	...	...	...	73	...	...	...	...	...	...	...	...	
68	Stratford	48	47	47	45	31	33	...	...	18	...	...	...	18	...	...	...	...	...	...	...	...	
69	Goderich	44	15	44	35	26	35	13	...	...	...	35	...	11	...	35	...	29	...	11	...	...	
70	London	60	60	60	57	19	19	...	13	17	17	...	...	12	...	...	9	9	9	...	...	...	
71	St. Thomas	66	66	66	66	66	66	19	60	66	30	...	...	...	...	...	...	...	...	...	...	...	
72	Vienna	75	55	30	36	36	40	30	40	...	...	...	...	...	...	...	...	...	...	...	...	...	
73	Chatham	73	69	69	73	55	73	16	19	19	...	...	...	53	...	...	...	...	...	...	...	...	
74	Sarnia	64	64	54	61	18	18	18	18	...	...	...	15	19	...	14	...	...	...	...	...	...	
75	Windsor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Total, 1858	4459	3881	3320	4133	3245	3113	602	1234	1316	472	236	523	1454	67	592	136	110	75	260	302	385	
	Total, 1857	4073	...	...	3671	3260	2735	...	...	...	...	...	...	...	75	...	...	...	...	...	...	...	
	Increase	386	...	...	462	...	378	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Decrease	...	...	...	...	15	...	...	...	...	...	...	...	...	8	...	...	...	...	...	...	...	

• The entrance examination was instituted in 1856.

† Class 1 is intended to comprise pupils of the *first* year's standing, according to the programme of studies; Class 2, of the *second* year's standing, &c. &c., but some of the local reports appear to be inaccurate in this respect.

Table I.—(*Continued.*) THE GRAMMAR SCHOOLS OF UPPER CANADA, 1858. Table I.—(*Continued.*)

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

LATIN.

	THE GRAMMAR SCHOOLS.	Total in Latin.	Class 1.* In Arnold's 1st and 2nd Books.	Class 1.* In Latin Grammar.	Class 1.* Cornelius Nepos.	Class 2. Latin Grammar and Exercises.	Class 2. Cæsar's Commentaries.	Class 3. Prosody and Exercises.	Class 3. Virgil and Ovid.	Class 4. Exercises in Prose Composition.	Class 4. Verse Composition.	Class 4. Virgil or Cicero.	Class 5. Prose Composition.	Class 5. Verse Composition.	Class 5. Sallust or Horace.	Average Attendance in Latin.
1	Cornwall	22	8	7	...	8	1	7	8	...	...	3	3	...	2	...
2	Williamstown	19	7	7	...	7	7	3	3	...	...	...	2	2	2	14
3	Matilda	22	9	12	...	...	3	...	...	...	...	...	...	...	...	12
4	L'Orignal	15	3	10	5	2	2	1	1	2	...	2	...	...	...	11
5	Vankleekhill	9	2	9	...	...	4	...	...	...	...	...	...	...	...	5
6	Ottawa	22	22	22	...	22	12	12	7	7	4	7	12	4	3	20
7	Richmond	4	4	4	...	4	...	2	2	2	...	...	...	...	2	...
8	Brockville	43	...	..	...	...	3	...	18	...	4	...	...	...	11	...
9	Prescott	11	9	2	...	...	5	...	...	...	...	...	...	...	...	5
10	Kemptville	12	2	12	...	6	2	...	1	...	...	...	...	...	...	8
11	Gananoque	6	2	4	...	...	...	...	1	...	...	...	...	...	...	...
12	Perth	34	18	18	...	4	4	...	...	...	...	...	2	2	8	16
13	Smith's Falls	21	21	...	...	21	3	...	...	...	...	1	...	...	1	11
14	Lanark	7	4	2	...	...	4	...	...	...	...	...	...	...	2	...
15	Carleton Place	6	...	6	...	...	2	...	4	4	...	...	...	...	...	3
16	Kingston	36	16	36	...	7	16	10	12	2	2	4	...	...	1	...
17	Newburgh	16	13	13	...	3	3	1	1	...	...	...	...	...	...	8
18	Bath	15	12	15	...	12	2	12	...	12	...	...	12	...	2	...
19	Napanee	17	4	17	...	...	3	...	2	...	...	9	...	...	10	14
20	Picton	19	16	...	1	19	4	7	7	8	...	1	...	...	4	11
21	Consecon	4	2	4	1	4	2	2	2	2	2	2	2	...	3	4
22	Belleville	44	25	26	...	7	5	4	4	10	...	1	...	...	1	30
23	Cobourg	12	9	9	7	...	...	2	2	...	...	...	...	...	1	8
24	Port Hope	36	19	19	...	13	11	7	...	5	...	2	4	...	8	23
25	Bowmanville	24	16	24	...	24	6	2	2	8	...	2	2	...	2	20
26	Brighton	6	4	6	...	3	3	...	2	...	...	...	...	...	1	6
27	Colborne	5	5	...	...	...	...	3	3	...	...	...	...	...	...	4
28	Peterborough	13	9	9	...	...	...	...	...	...	...	...	...	...	...	...
29	Norwood	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
30	Lindsay	14	6	6	...	6	3	4	4	5	...	4	...	...	4	8
31	Whitby	33	11	33	...	21	15	9	12	24	...	11	15	...	9	...
32	Uxbridge	11	11	4	...	...	2	...	...	...	...	...	...	...	2	8

GREEK. / FRENCH.

	THE GRAMMAR SCHOOLS.	Total in Greek.	C. 2. First Greek Book.	Class 3. Grammar and Exercises.	Class 3. Xenophon's Anabasis.	Class 4. Prosody and Exercises.	Class 4. Greek Testament.	Class 4. Homer's Iliad.	Class 4. Lucian.	Class 5. Prosody.	Class 5. Homer's Odyssey.	Total in French.	Class 3. Elements of Grammar and Exercises.	Class 3. Oral and Written Translation.	Class 4. Pronouns and Participles, &c.	Class 4. Oral and Written Translation.	Class 5. Syntax and Idioms.	Class 5. Composition.	Class 5. Oral and Written Translation.	Class 5. Voltaire's Charles XII.
1	Cornwall	7	4	4	...	...	2	1	2	...	...	12	11	7	4	...	3	4	...	...
2	Williamstown	5	5	5	5	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Matilda	3	...	3	...	...	...	...	...	...	...	6	6	6	...	...	...	...	...	1
4	L'Orignal	4	...	4	...	...	...	...	...	...	...	13	6	6	7	7	...	...	...	...
5	Vankleekhill	3	3	3	...	...	...	...	...	...	...	5	2	...	3	...	...	...	...	...
6	Ottawa	3	3	3	1	1	1	...	...	...	...	15	15	15	15	...	...	...	...	7
7	Richmond	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	Brockville	8	8	8	8	8	8	4	6	8	...	...	...	...	...	...	...	...	...	...
9	Prescott	1	1	...	...	...	...	...	...	...	...	5	5	5	...	...	...	...	...	...
10	Kemptville	4	2	4	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	Gananoque	1	...	1	...	...	...	...	...	...	...	8	...	8	...	...	...	...	...	...
12	Perth	3	3	3	3	...	...	...	...	...	...	32	15	15	...	...	17	17	17	17
13	Smith's Falls	2	2	1	...	...	...	...	...	...	...	15	15	10	10	5	...	...	...	...
14	Lanark	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
15	Carleton Place	1	1	...	...	...	...	...	...	...	...	8	3	8	3	...	5	5	...	5
16	Kingston	6	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	Newburgh	3	3	...	...	...	...	...	...	...	...	2	2	2	...	...	...	...	...	...
18	Bath	...	1	1	...	...	...	...	...	...	...	4	4	4	...	...	...	...	...	4
19	Napanee	8	3	4	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	Picton	7	4	3	2	...	...	3	2	...	...	9	9	...	9	...	...	...	...	...
21	Consecon	2	2	2	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...
22	Belleville	3	...	3	1	1	...	1	...	...	...	13	13	13	13	...	13	...	...	...
23	Cobourg	9	6	6	1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
24	Port Hope	1	...	1	1	...	...	...	...	...	...	35	19	19	9	9	7	7	7	7
25	Bowmanville	5	3	5	2	2	...	2	...	2	...	47	20	20	18	18	9	9	9	9
26	Brighton	3	3	2	2	...	...	...	...	...	...	7	7	...	...	...	...	...	...	...
27	Colborne	1	1	...	...	...	...	...	...	...	...	16	9	7	...	...	...	...	...	4
28	Peterborough	...	...	...	...	...	...	...	...	...	...	17	7	7	...	...	...	...	...	...
29	Norwood	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	Lindsay	3	2	2	1	...	1	1	...	1	...	11	9	6	6	...	...	...	...	1
31	Whitby	6	2	4	3	...	...	1	...	...	...	5	5	5	5	...	5	5	...	...
32	Uxbridge	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

33	Oshawa	20	20	20	7	20	...	3	3	10	...	3	...	...	7	15	8	7	3	3	...	...	1	...	...	...	12	12	12	...	...	...	...	...	12
34	Toronto	63	40	40	...	40	...	...	9	9	9	10	15	...	17	...	22	11	22	11	...	1	11	...	...	11	16	16	16	16	16	8	16	16	9
35	Newmarket	24	24	24	3	24	3	4	4	24	...	...	...	...	4	17	6	6	6	3	...	...	...	...	...	...	22	19	17	2	2	3	3	3	3
36	Streetsville	17	2	15	...	2	1	...	...	2	...	...	...	...	2	7	2	2	2	1	...	1	...	...	...	...	1	1	...	...	...	...	...	...	...
37	Richmond Hill	35	28	35	...	...	10	6	7	7	...	3	8	...	12	14	9	5	9	6	...	4	4	1	4	4	7	5	7	7	7	3	3	3	2
38	Brampton	29	15	15	...	...	12	2	...	2	...	2	2	...	2	15	3	2	3	...	...	1	1	...	...	...	7	4	3	...	...	...	...	...	...
39	Weston	18	18	6	...	18	12	...	12	...	...	...	...	...	...	12	1	...	1	...	...	1	...	...	...	...	10	10	10	...	...	...	...	...	8
40	Markham	28	22	...	...	...	6	...	...	...	...	...	...	...	...	...	8	8	...	...	...	...	...	...	...	...	4	4	4	...	...	...	...	...	...
41	Barrie	51	15	24	6	15	...	2	7	7	...	7	7	...	6	40	12	8	8	4	...	...	2	...	...	2	29	29	29	29	29	4	4	4	12
42	Bond Head	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Milton	12	4	...	...	4	4	3	4	...	...	3	5	...	2	...	3	...	2	1	...	...	...	...	...	...	18	18	...	...	...	...	...	...	...
44	Oakville	30	...	30	...	1	9	...	1	1	...	1	1	...	1	14	3	...	3	...	...	...	...	...	...	...	20	9	20	10	10	10	...	...	...
45	Hamilton	78	34	73	...	...	15	4	...	19	2	...	...	...	19	...	2	...	2	2	2	...	2	...	...	2	122	52	52	50	50	20	20	20	20
46	Ancaster	12	12	12	...	3	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	12	12	12	...	...	...	...	...	...
47	Dundas	20	20	20	...	20	...	15	1	1	...	1	1	...	6	20	15	15	15	5	5	...	1	1	1	...	5	5	5	5	5	5	5	5	5
48	Waterdown	11	10	10	...	11	8	...	1	9	...	1	...	...	...	9	1	1	...	...	...	...	...	...	...	...	11	11	11	...	...	...	3	3	...
49	Brantford	57	48	...	...	...	...	...	...	...	...	...	7	...	9	29	6	...	...	...	...	...	...	...	...	...	53	53	53	...	...	...	...	...	...
50	Paris	27	27	27	16	...	...	...	3	3	...	3	3	...	3	20	1	1	1	1	...	...	1	...	...	1	19	19	19	...	...	...	...	...	...
51	Scotland	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
52	Niagara	26	20	20	...	20	8	6	6	6	2	6	6	2	...	17	5	5	5	...	...	4	1	4	...	...	9	4	5	...	5	5	...	5	...
53	St. Catharine's	39	15	15	11	16	16	6	8	8	5	3	...	...	...	30	23	15	8	7	...	7	3	...	...	...	...	...	...	...	...	...	...	...	...
54	Grimsby	7	7	...	5	5	...	4	...	...	...	...	...	...	2	9	4	4	4	...	...	...	...	...	...	...	6	6	...	...	...	...	...	...	...
55	Beamsville	18	10	10	...	2	2	...	4	4	...	...	...	...	2	13	5	3	2	1	...	...	...	...	...	...	9	6	6	2	2	1	1	...	...
56	Merrittsville	21	10	21	...	...	...	...	...	...	...	1	...	...	7	8	6	...	6	6	...	...	...	1	...	...	2	2	2	...	...	...	...	...	...
57	Drummondville	19	...	16	...	16	...	...	...	19	...	1	1	...	1	17	1	1	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
58	Caledonia	16	8	8	4	16	...	4	6	14	...	6	...	...	4	...	5	5	1	...	3	...	...	...	...	...	5	...	...	...	...	5	5	5	5
59	Simcoe	27	7	...	...	20	9	...	...	...	...	1	4	...	7	...	12	2	7	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
60	Port Dover	17	9	7	4	...	...	...	5	5	...	...	...	...	4	10	5	5	5	...	...	...	...	...	...	...	19	12	6	5	5	2	2	...	2
61	Woodstock	38	6	12	9	3	3	7	7	8	...	8	3	3	3	23	14	6	6	3	3	...	3	1	3	2	9	3	3	2	2	3	...	...	3
62	Ingersoll	36	32	32	...	32	8	5	4	...	...	2	...	...	1	20	4	3	4	...	...	1	1	1	1	1	13	...	...	...	...	6	6	6	2
63	Berlin	21	21	...	...	...	...	...	...	...	...	...	...	...	12	...	5	5	5	5	...	...	1	...	...	...	4	...	...	...	...	...	...	...	4
64	Galt	64	30	64	...	17	12	21	13	...	...	13	16	3	13	64	25	8	25	12	...	...	3	...	3	3	8	8	2	8	...	...	...	2	2
65	Guelph	30	...	3	...	10	5	2	4	8	1	2	4	...	...	...	7	2	4	2	...	3	2	...	...	...	24	6	6	13	13	2	5	5	5
66	Elora	21	...	4	5	15	10	6	...	...	...	...	2	2	2	...	3	...	3	2	...	2	2	2	2	2	13	10	...	...	...	3	3	3	3
67	Owensound	17	17	17	...	...	8	...	...	...	...	...	...	...	...	15	7	7	...	...	...	...	...	...	...	...	12	12	12	...	...	...	...	...	...
68	Stratford	20	...	12	...	...	...	8	...	...	...	...	4	...	8	13	5	...	5	1	...	3	...	...	...	...	7	4	...	...	...	...	...	...	3
69	Goderich	29	10	10	...	5	5	...	...	...	...	...	...	...	14	20	6	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
70	London	51	23	23	...	25	25	5	5	3	3	3	...	...	3	30	13	10	...	...	3	3	3	3	...	...	22	15	15	7	7	...	...	...	7
71	St. Thomas	42	...	38	...	...	10	12	12	12	2	3	...	...	2	...	8	6	4	8	...	...	2	...	...	2	...	...	...	...	...	...	...	...	...
72	Vienna	19	9	10	...	...	5	1	...	...	...	...	...	...	1	14	2	2	...	...	...	...	...	...	...	...	11	7	11	...	...	...	...	...	...
73	Chatham	23	10	10	...	10	8	...	2	...	...	...	...	...	5	...	8	...	5	3	...	...	...	...	...	...	10	10	10	...	...	...	...	...	...
74	Sarnia	33	6	17	5	10	...	7	2	...	...	...	...	...	4	...	1	1	1	1	...	1	...	...	...	...	15	15	...	...	...	...	...	...	...
75	Windsor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, 1858	1724	878	1036	89	573	335	221	228	272	36	132	143	18	264	767	378	227	253	131	28	52	57	24	27	30	851	581	511	258	192	139	125	113	162
	Total, 1857	1329	......	......	......	......	......	......	163	......	......	......	......	......	......	......	284	......	......	......	......	64	......	......	......	......	601	550	......	......	......	......	......	......	......
	Increase	395	......	......	......	......	......	......	65	......	......	......	......	......	......	......	94	......	......	......	......	......	......	......	......	......	250	31	......	......	......	......	......	......	......
	Decrease	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	12	......	......	......	......	......	......	......	......	......	......	......	......	......

* See Note †, on page lxiii.

	THE GRAMMAR SCHOOLS.	NUMBER OF PUPILS IN—														
		MATHEMATICS.														
		Total in Arithmetic.	Total in Algebra.	Total in Euclid.	*Class* 1.*		*Class* 2.		*Class* 3.			*Class* 4.		*Class* 5.		
					First four Rules of Arithmetic.	First four Rules of Algebra.	Arithmetic—Involution, Evolution, &c.	Algebra — Simple Equations.	Arithmetic—Practice, Interest, &c.	Algebra — Quadratics.	Euclid — Book I. II.	In Algebra.	Euclid—Books III. IV. and VI. Def. V.	Elements of Plane Trigonometry.	Mensuration and Surveying.
1	Cornwall	40	8	11	...	4	...	4	...	...	11	...	...	...	...
2	Williamstown	51	29	20	10	...	10	10	31	10	12	...	8	8	8
3	Matilda	63	26	10	20	...	23	15	20	11	10	...	...	...	...
4	L'Orignal	20	15	13	3	3	7	6	10	6	8	...	5	2	2
5	Vankleekhill	49	11	10	35	5	6	5	12	2	10	11	2	2	2
6	Ottawa	35	17	17	30	17	17	17	30	17	15	17	17	5	5
7	Richmond	47	...	1	35	...	20	...	27	...	...	...	...	...	...
8	Brockville	79	45	45	45	45	45	45	60	45	45	...	...	...	...
9	Prescott	99	13	2	54	13	50	12	47	12	2	6	1	...	1
10	Kemptville	99	29	12	6	10	30	6	44	4	8	...	4	...	5
11	Gananoque	24	4	*	7	3	7	1	7	...	6	...	1	...	...
12	Perth	45	46	38	...	10	...	16	38	10	18	4	20	1	10
13	Smith's Falls	42	24	16	...	24	30	11	...	...	7	...	9	...	...
14	Lanark	54	10	11	25	...	13	...	16	...	4	...	2	...	...
15	Carleton Place	62	6	11	43	1	19	5	19	3	8	...	3	1	3
16	Kingston	42	13	13	36	13	13	9	13	...	10	...	...	6	6
17	Newburgh	98	30	22	20	6	31	9	47	15	9	...	13	10	7
18	Bath	16	9	5	3	...	13	9	13	...	5	9	...	...	...
19	Napanee	108	30	7	40	...	106	30	106	20	7	...	5	...	42
20	Picton	84	50	16	19	40	75	10	50	4	16	...	6	...	1
21	Consecon	17	4	4	10	4	10	3	10	3	4	4	4	...	3
22	Belleville	167	51	36	50	12	66	29	51	10	21	...	9	3	9
23	Cobourg	41	2	6	23	2	...	...	18	...	6	...	...	...	...
24	Port Hope	133	29	23	60	6	45	14	40	7	17	...	8	...	12
25	Bowmanville	60	60	22	...	30	16	19	10	7	10	13	12	4	10
26	Brighton	37	12	8	4	5	30	8	33	3	6	...	3	...	4
27	Colborne	43	17	4	...	2	43	6	...	9	3	...	1	...	...
28	Peterborough	66	24	9	12	15	27	1	27	...	5	...	1	...	...
29	Norwood	22	12	9	6	3	16	6	12	6	7	2	2	1	4
30	Lindsay	81	45	49	12	8	69	37	69	37	21	17	28	2	23
31	Whitby	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	Uxbridge	38	8	7	50	3	8	4	8	...	6	...	1	...	...
33	Oshawa	28	19	12	7	6	28	16	28	8	19	...	8	...	7

34	Toronto	116	80	74	82	...	31	31	15	11	25	9	6	7	...
35	Newmarket	68	22	14	15	6	29	7	24	3	9	5	5	...	10
36	Streetsville	40	2	2	20	2	12	2	8	1	...	...	2	...	...
37	Richmond Hill	58	31	24	16	21	22	31	20	23	18	11	6	...	21
38	Brampton	74	10	19	12	...	56	8	18	2	13	...	5	...	8
39	Weston	48	15	11	8	4	31	11	9	...	11	...	...	1	12
40	Markham	53	20	15	30	9	11	6	12	5	10	...	5	...	1
41	Barrie	76	44	44	12	14	20	20	44	10	26	10	18	9	9
42	Bond Head	...	...	...	...	...	...	..	...	...	...	...	...	...	...
43	Milton	27	17	15	...	7	27	10	27	10	15	17	...	...	27
44	Oakville	65	32	8	65	...	65	32	65	32	8	32	1	...	3
45	Hamilton	136	38	27	18	4	43	9	75	24	16	...	11	5	...
46	Ancaster	45	38	5	7	38	...	38	38	...	5	...	...	...	...
47	Dundas	33	20	12	21	10	12	15	15	...	10	...	...	...	...
48	Waterdown	25	20	9	2	3	4	13	13	8	8	8	9	...	17
49	Brantford	53	47	24	23	23	24	23	24	15	13	11	11	53	53
50	Paris	23	7	10	9	3	14	4	...	...	7	...	3	...	16
51	Scotland	44	9	5	4	4	20	5	20	...	5	...	...	...	...
52	Niagara	40	13	21	15	5	13	6	18	4	17	13	4	4	3
53	St. Catharine's	94	65	38	65	36	16	16	13	13	30	...	8	3	...
54	Grimsby	24	8	6	5	3	9	2	10	3	4	...	2	...	...
55	Beamsville	36	12	8	14	8	10	3	12	1	6	...	2	...	...
56	Merrittsville	47	25	20	15	3	...	...	...	22	5	...	15	...	...
57	Drummondville	35	5	7	5	3	2	2	7	1	5	...	...	...	...
58	Caledonia	30	10	12	8	...	...	10	17	...	12	...	...	...	...
59	Simcoe	42	20	17	6	9	38	11	30	4	9	4	4	...	...
60	Port Dover	44	10	10	18	8	12	3	14	2	7	10	3	...	...
61	Woodstock	21	11	20	5	4	16	7	16	...	11	...	9	...	16
62	Ingersoll	48	34	43	...	20	...	14	48	14	43	34	7	1	5
63	Berlin	30	25	25	...	...	...	...	...	23	...	...	24	1	2
64	Galt	60	45	25	8	18	27	27	27	20	12	...	13	16	16
65	Guelph	82	29	21	6	...	31	21	23	8	9	...	12	...	16
66	Elora	44	12	19	18	1	20	9	20	2	12	...	7	2	1
67	Owen Sound	73	20	19	5	16	20	4	73	...	12	...	7	...	...
68	Stratford	45	20	13	...	7	14	13	16	...	6	...	7	1	...
69	Goderich	36	12	16	...	...	12	11	24	1	7	...	9	1	25
70	London	60	18	30	33	10	36	12	23	6	22	2	8	...	4
71	St. Thomas	66	37	37	28	11	39	21	39	12	21	...	16	...	...
72	Vienna	36	16	8	10	11	12	11	16	7	8	...	4	...	...
73	Chatham	73	22	22	73	13	13	13	...	9	15	...	7	...	...
74	Sarnia	61	7	16	26	4	24	3	11	...	11	...	5	...	...
75	Windsor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, 1858	3990	1608	1248	1408	634	1652	838	1780	545	819	243	428	149	427
	Total, 1857	3426	1127	897	1250	523	1347	634	1368	159	524	.....	422	69	439
	Increase	564	481	351	158	111	305	204	412	386	295	.....	9	80	.....
	Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12

* See Note † on page lxiii.

Table I.—(*Continued.*) THE GRAMMAR SCHOOLS OF UPPER CANADA, 1858. **Table I.—(*Continued.*)**

	THE GRAMMAR SCHOOLS.	NUMBER OF PUPILS IN—																							
		HISTORY AND GEOGRAPHY.												PHYSICAL SCIENCE.						MISCELLANEOUS.					
		Class 1.*		*Class* 2.			*Class* 3.			*Class* 4.				*Cl.* 5.					*Class* 5.		*In Writing.*					
		Outlines of Geography.	Outlines of general History.	Outlines of ancient Geography.	In History of Rome.	In History of Great Britain, &c.	In ancient Geography.	Roman Antiquities.	History of Greece.	Ancient and Mediæval History.	Grecian Antiquities.	History of France.	History of Canada.	Geography—British Empire and Colonies.	Total in Physical Science.	Elements of Natural History—3rd & 4th Nat. Readers.	Elements of Nat. Phil. and Geology—5th Nat. Reader.	Physiology—5th National Reader.	Elements of Chemistry.	Review—Previous subjects.	Who write badly.	Who write tolerably.	Who write well.	Book Keeping.	Drawing.	Vocal Music.
1	Cornwall	8	14	3	...	17	10	...	...	...	...	...	...	...	38	25	13	...	...	...	1	6	36	...	...	...
2	Williamstown	20	20	11	11	51	11	11	11	...	...	...	51	20	51	...	51	20	20	5	2	29	20	10	...	...
3	Matilda	18	...	...	...	15	...	...	...	...	...	...	7	...	23	15	8	...	...	...	7	40	13	4	...	...
4	L'Orignal	12	12	9	9	7	...	...	9	...	...	...	...	...	24	3	12	9	...	...	5	6	12	4	...	...
5	Vankleekhill	65	...	...	...	...	...	...	...	...	...	...	4	...	...	20	25	27	...	...	28	35	9	5	...	...
6	Ottawa	40	25	14	14	27	14	14	10	10	10	10	27	43	18	25	25	19	14	21	15	17	11	10	6	...
7	Richmond	22	12	8	...	17	17	...	...	...	...	17	17	17	17	17	17	17	17	17	30	16	17	17	...	...
8	Brockville	79	...	...	43	79	45	...	...	43	...	...	...	79	...	...	...	...	...	...	...	...	79	...	20	...
9	Prescott	54	37	...	6	50	...	...	...	...	...	...	17	...	29	...	10	21	...	...	23	54	25	18	52	...
10	Kemptville	30	...	2	...	14	2	...	...	...	...	...	10	10	...	...	25	10	...	...	8	8	...	...	...	...
11	Gananoque	8	13	...	...	10	...	...	...	...	...	...	...	24	21	8	13	13	...	...	...	12	8	1	1	...
12	Perth	...	...	...	31	12	...	...	...	...	...	...	...	34	33	...	33	35	...	...	...	...	...	...	...	31
13	Smith's Falls	25	...	...	7	10	...	...	...	...	...	...	14	...	21	...	20	14	...	...	...	22	20	12	5	...
14	Lanark	54	6	...	...	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	...	44	...	...	...
15	Carleton Place	62	25	2	...	8	...	...	...	...	...	...	10	...	25	...	25	...	...	...	6	26	30	4	...	62
16	Kingston	36	36	12	12	30	12	12	...	3	3	...	...	...	...	10	25	...	...	...	8	24	10	...	...	...
17	Newburgh	98	98	98	98	...	...	...	...	...	...	...	...	...	98	98	98	98	...	...	12	32	54	47	...	...
18	Bath	16	...	16	...	15	14	...	...	...	...	...	...	...	14	...	...	15	14	...	2	14	...	16	2	...
19	Napanee	100	84	60	11	67	60	10	...	...	...	...	...	84	96	...	96	96	45	...	8	38	68	54	...	...
20	Picton	56	40	...	5	53	...	...	...	...	...	...	41	...	13	...	...	...	...	...	10	61	14	8	...	...
21	Consecon	10	6	7	...	7	...	...	...	...	...	...	...	...	...	15	12	12	...	...	6	7	4	2	...	...
22	Belleville	71	...	49	75	74	...	...	49	...	...	...	...	167	134	...	106	...	13	...	11	99	57	40	...	...
23	Cobourg	...	...	...	6	6	...	...	...	...	...	...	...	...	41	28	...	15	...	...	...	13	28	8	...	...
24	Port Hope	33	33	...	65	83	25	...	25	...	...	...	55	67	133	61	72	72	35	...	30	60	43	25	50	...
25	Bowmanville	60	60	24	60	90	24	8	60	24	2	...	60	60	24	24	24	24	24	24	10	30	20	20	18	60
26	Brighton	31	17	6	...	15	...	...	...	...	...	...	23	...	30	...	30	30	5	...	10	17	10	6	...	...
27	Colborne	20	...	...	4	6	...	...	...	...	...	...	...	...	40	...	40	...	...	...	30	13	10	...	...	...
28	Peterborough	...	...	...	47	54	13	...	...	54	...	...	47	...	20	...	...	20	...	...	...	...	66	...	...	24
29	Norwood	22	18	12	4	...	12	...	4	...	...	...	12	12	16	...	18	18	...	...	9	5	8	...	...	...
30	Lindsay	90	41	14	...	...	14	10	8	8	10	...	51	51	38	...	38	38	29	38	...	6	97	42	...	30
31	Whitby	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	Uxbridge	30	30	18	...	...	18	...	...	...	...	...	...	30	...	30	18	18	...	38	8	16	14	2	...	...
33	Oshawa	28	28	...	28	28	5	...	28	...	...	...	...	30	28	10	18	...	...	...	...	25	5	18	...	...

34	Toronto	116	115	22	22	105	23	22	22	9	22	...	90	...	46	31	46	34	6	...	...	...	116	21	...	...
35	Newmarket	11	7	...	7	61	4	4	7	3	4	3	3	53	26	...	26	...	8	...	8	32	29	16	...	...
36	Streetsville	38	38	2	...	...	...	...	...	...	...	...	...	...	38	18	20	...	...	40	20	10	10	...	...	20
37	Richmond Hill	54	54	16	19	51	19	19	19	...	...	...	19	19	70	11	51	51	19	19	6	22	42	15	24	...
38	Brampton	76	40	5	8	70	8	...	4	...	3	...	7	...	69	...	66	8	6	...	7	29	40	8	...	...
39	Weston	...	...	...	...	...	...	...	...	40	...	...	40	48	48	...	40	...	...	...	6	30	12	13	22	...
40	Markham	49	30	4	3	14	...	...	...	...	...	...	8	8	...	...	...	...	...	...	7	36	10	...	8	...
41	Barrie	34	...	9	75	15	12	...	15	...	...	...	...	15	12	...	...	...	...	...	23	32	15	8	15	...
42	Bond Head	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Milton	27	27	12	...	27	12	...	...	...	...	...	...	27	88	...	...	...	...	...	...	5	22	27	...	...
44	Oakville	65	...	8	...	24	8	1	...	...	...	...	25	25	36	...	36	...	...	36	...	5	60	20	...	10
45	Hamilton	173	27	27	...	...	27	...	...	...	...	...	88	...	90	40	50	120	...	...	8	37	118	60	173	173
46	Ancaster	45	...	...	...	...	...	...	...	...	...	...	12	...	38	38	38	...	...	...	2	7	36	6	3	...
47	Dundas	11	11	...	12	12	8	8	10	2	2	...	10	20	21	15	...	...	1	18	...	20	13	16	...	...
48	Waterdown	...	...	11	...	24	...	...	...	...	...	...	21	...	21	...	21	...	...	...	3	13	9	1	19	...
49	Brantford	53	53	...	53	53	...	...	53	...	...	...	53	53	57	53	53	53	53	53	...	...	57	57	57	57
50	Paris	33	33	33	5	33	...	...	5	...	...	...	33	33	33	...	33	...	...	...	5	23	5	...	33	...
51	Scotland	43	...	...	...	9	...	...	...	9	...	...	...	...	43	...	43	43	...	...	10	20	10	1	...	...
52	Niagara	17	17	...	...	24	6	6	...	...	6	...	...	24	26	13	...	...	...	1	...	12	28	1	16	...
53	St. Catharine's	70	70	16	16	16	8	8	8	...	8	...	...	...	43	24	19	...	...	...	8	42	44	57	31	...
54	Grimsby	5	5	4	4	18	...	...	...	...	...	...	5	14	18	8	10	...	...	...	3	20	6	3	...	...
55	Beamsville	4	4	3	3	24	6	4	...	...	...	...	24	13	24	...	24	24	24	...	4	26	6	1	...	...
56	Merrittsville	47	32	...	2	32	...	...	2	...	...	...	12	...	30	30	30	30	30	...	...	...	47	...	12	...
57	Drummondville	24	20	10	15	10	...	1	...	...	...	...	...	10	...	...	12	12	...	...	5	20	10	11	...	...
58	Caledonia	...	35	...	16	28	...	...	9	...	...	...	24	...	18	...	...	18	...	...	3	12	8	5	9	...
59	Simcoe	36	19	14	14	20	...	5	5	5	...	...	...	36	...	...	...	...	...	...	...	...	42	4	...	...
60	Port Dover	23	12	8	5	11	5	...	...	...	...	...	...	13	4	...	...	...	...	4	10	25	9	6	...	...
61	Woodstock	18	15	15	14	16	8	...	8	8	...	...	...	16	17	...	17	...	...	17	4	12	3	2	...	...
62	Ingersoll	45	48	48	39	48	16	39	...	...	...	...	...	...	48	48	48	48	30	48	...	40	8	...	...	...
63	Berlin	31	30	6	...	2	45	2	...	...	...	...	...	...	30	...	30	30	35	...	...	...	30	22	...	...
64	Galt	60	...	...	10	7	6	21	10	17	15	...	...	13	...	2	35	...	7	...	13	25	7	2	...	...
65	Guelph	49	...	...	6	31	22	4	2	...	4	...	...	32	14	...	7	...	29	...	15	39	31	9	15	13
66	Elora	41	29	12	...	29	5	2	...	...	2	...	...	...	...	12	29	29	...	...	...	...	44	3	...	10
67	Owen Sound	73	73	73	...	39	2	...	...	...	...	...	...	52	...	...	40	...	...	...	21	25	27	...	...	60
68	Stratford	21	9	...	...	22	...	...	...	9	...	...	17	17	15	...	15	...	35	...	10	15	23	1	...	...
69	Goderich	...	...	...	19	24	...	19	...	...	...	...	24	22	35	...	35	...	9	35	...	13	31	12	5	...
70	London	36	26	25	16	19	19	5	15	3	3	...	9	...	38	17	12	9	...	...	...	30	30	11	47	...
71	St. Thomas	66	66	12	...	66	5	...	18	...	...	...	...	66	51	24	51	8	...	...	...	19	56	...	...	...
72	Vienna	40	...	...	...	35	...	...	...	...	...	...	10	10	50	...	30	30	...	30	...	29	35	3	5	30
73	Chatham	...	...	28	...	33	...	...	12	...	...	...	14	...	35	...	35	...	...	...	...	...	73	10	...	...
74	Sarnia	18	18	19	16	13	...	...	...	...	...	...	...	...	...	9	15	15	...	...	9	19	36	19	...	...
75	Windsor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, 1858	1749	1618	807	735	1893	569	235	428	265	92	30	994	1375	2149	772	1893	1200	526	444	499	1467	2072	854	648	580
	Total, 1857	.....	.....	787	710	1503	787	.....	399	.....	.....	.....	796	.....	1609	682	1474	.....	334	.....	.....	.....	.....	707	551	500
	Increase	.....	.....	20	25	390	.....	.....	29	.....	.....	.....	198	.....	540	90	419	.....	192	.....	.....	.....	.....	147	97	80
	Decrease	.....	.....	.....	.....	.....	218	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* See Note † on page lxiii.

	THE GRAMMAR SCHOOLS.	NAMES OF THE BOOKS USED IN THE GRAMMAR SCHOOLS.																																																
				ENGLISH.							LATIN.						GREEK.								FRENCH.						MATHEMATICS.											Geography and History.					OTHER BOOKS.			
				Grammars.				Readers.			Grammars.						Grammars.								Grammars.						Arithmetic.			Algebra.				Euclid.												
		Opened and Closed with Prayer.	Bible and Testament used.	National or Sullivan's.	Lenniers.	Bullion's.	Other Eng. Grammars.	National—Art of Reading.	English Reader.	No. of other Books in Eng.	Edinburgh Academy.	Eton.	Bullions.	No. of other Latin Grammars.	Arnold's 1st and 2nd Books.	Other Latin Books.	Edinburgh Academy.	Eton.	Bullion's.	No. of other Greek Grammars.	Arnold's Greek Books.	Anthon's.	Greek Testament.	Other Greek Books.	Merlet's French Grammar.	Nöel and Chapsal.	Collot or Bolmar's Levizac.	Arnold's French Books.	No. of other French Books.	Other French Books.	National.	Thomson's.	Other Authors.	Thomson's.	Colenso's.	Loomis'.	Other Algebras.	Colenso's.	Potts'.	Other Euclids.	Trigonometry and Mensuration.	National and Sullivan's.	White's.	Putz and Arnold's.	Hodgins' Can. Geo. & Hist.	Others.	Olmstead's Nat. Philos.	Patterson's Zoology.	Physiology.	Other Books.
1	Cornwall	1	...	...	1	1	...	1	...	...	1	...	...	...	1	1	1	...	...	...	1	...	...	...	...	1	...	...	...	...	1	...	1	...	1	...	...	1	...	...	...	1	1	...	...	2	...	...	...	...
2	Williamstown	1	1	...	...	1	...	1	...	...	1	...	...	...	1	1	1	...	...	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	1	1	...	...	1	1	...	...	1	2	...	...	...	...
3	Matilda	1	1	...	...	...	1	1	...	...	...	...	...	1	1	...	...	...	1	...	...	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...	1	...	...	1	2	...	...	1	...	2	...	...	...	...
4	L'Orignal	...	...	...	1	...	...	1	...	...	1	...	...	...	...	1	1	...	...	...	...	...	...	1	...	...	...	...	1	1	1	...	...	...	...	...	2	...	...	1	1	...	1	...	...	1	...	...	...	3
5	Vankleekhill	1	1	...	1	...	...	1	...	...	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	1	...	...	...	1	...	...	1	...	...	1	...	...	...	...	1	...	...	...	...
6	Ottawa	1	...	...	...	...	1	1	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	1	...	...	1	...	...	...	...	2	...	...	...	...
7	Richmond	1	...	1	...	...	...	1	...	...	...	1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	1	...	...	...	...	...	...	1	...	...	...	...	1	2	...	...	...	...
8	Brockville	...	...	...	1	...	...	1	...	2	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	1	1	...	...	...	...	2	...	...	...	...
9	Prescott	1	1	...	1	...	1	1	...	3	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	1	...	...	1	1	...	...	...	...	3	...	...	...	2
10	Kemptville	1	...	...	1	...	...	1	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	2	...	...	1	1	...	...	...	1	1	...	...	...	...
11	Gananoque	1	1	...	1	...	...	1	...	...	1	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	1	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	...
12	Perth	1	1	...	1	...	...	...	...	2	...	...	...	1	...	...	1	...	...	...	1	...	...	...	...	...	...	...	1	...	1	...	...	...	1	...	1	1	...	2	1	1	...	...	...	...	...	...	...	...
13	Smith's Falls	1	1	...	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	1	...	...	...	...	...	3	...	...	...	2
14	Lanark	1	...	...	1	...	...	1	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	...	...	...	1	1	...	1	...	...	1	...	...	...	...
15	Carleton Place	1	1	...	1	...	...	1	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	...	1	1	...	...	...	...	1	1	...	1	1	...	...	...	1	2	...	...	...	...
16	Kingston	1	1	...	1	1	...	1	...	...	...	1	...	...	1	1	...	...	...	1	1	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	1	...	...	1	1	...	...	...	...	4	...	...	...	...
17	Newburgh	1	...	...	...	...	1	1	...	...	...	...	...	1	1	...	1	...	...	...	1	...	...	...	...	...	1	...	...	1	1	...	...	...	...	...	1	...	...	1	2	2	...	...	...	1	...	...	...	3
18	Bath	1	1	...	...	...	1	...	...	2	1	...	...	...	1	...	...	...	...	1	1	...	...	...	...	...	...	...	1	...	1	...	1	...	...	...	1	1	...	...	...	...	...	...	...	2	...	...	...	...
19	Napanee	1	1	...	...	...	1	1	...	...	...	...	...	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	1	1	1	...	...	...	2	...	...	...	...
20	Picton	1	1	...	...	...	1	1	...	1	...	...	...	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	1	1	...	1	1	...	1	1	...	...	1	1	...	...	...	3	...	...	...	1
21	Consecon	1	...	...	1	...	...	1	...	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	2	...	...	1	1	...	...	...	...	2	...	...	...	...
22	Belleville	...	1	...	1	...	...	1	...	1	...	1	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	2	...	...	...	2	...	...	2	2	1	...	...	...	2	...	...	...	1
23	Cobourg	1	1	...	1	1	...	1	...	...	...	1	...	...	1	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	1	1	...	...	1	...	...	...	...	...	...	...	...
24	Port Hope	1	...	...	...	1	...	1	...	...	...	...	1	...	1	...	...	...	1	...	1	...	...	...	...	...	...	...	1	1	1	...	...	...	1	...	...	...	1	...	1	...	...	...	...	2	...	...	...	...
25	Bowmanville	...	1	...	1	...	...	1	...	1	1	...	...	...	...	1	1	...	...	...	1	...	...	...	...	...	1	...	8	1	1	...	...	...	1	...	...	1	1	...	2	1	...	1	1	4	...	...	...	4
26	Brighton	...	1	...	...	1	...	1	...	1	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	1	...	...	1	1	...	...	...	...	1	...	...	...	1	1	...	...	...	...	2	...	...	1	2
27	Colborne	...	...	...	...	1	...	1	...	...	...	...	...	1	1	...	...	...	1	...	1	...	...	...	...	...	...	...	1	1	1	...	...	...	...	1	...	...	1	1	2	...	...	...	...	2	...	...	...	1
28	Norwood	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	Peterborough	1	...	...	1	...	...	1	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	1	1	...	1	1	...	2	...	...	...	...	...	3	...	...	...	...
30	Lindsay	1	1	...	...	...	1	1	...	1	...	...	...	1	1	...	1	...	...	...	1	...	...	...	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	1	1	1	...	...	1	2	...	...	...	...
31	Whitby	...	1	...	...	1	1	1	...	...	...	...	...	2	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	1	...	...	...	1	...	1	1	...	1	2	1	...	...	1	1	...	...	...	...
32	Uxbridge	1	1	...	...	...	1	1	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...	1	...	1	...	...	...	1	...	...	...	...
33	Oshawa	1	...	...	1	...	...	1	...	...	...	1	...	...	1	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	1	1	...	...	1	...	1	1	...	1	...	1	...	1	1	3	...	...	...	...
34	Toronto	1	1	...	1	...	1	1	...	...	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	1	...	1	...	1	1	...	...	1	...	...	1	...	...	1	1	1	...	1	2	...	...	...	...
35	Newmarket	...	7	...	1	1	...	1	...	1	1	...	...	...	1	...	1	...	...	...	1	...	...	...	1	...	...	...	1	1	1	1	...	...	1	...	...	1	...	...	1	1	1	...	...	8	...	...	...	...

36	Streetsville	1	1	1	...	...	...	1	...	...	1	...	...	...	1	...	1	...	...
37	Richmond Hill	1	1	...	1	...	1	1	...	...	...	...	1	...	1	...	1	...	...
38	Brampton	1	...	...	1	...	1	...	...	1	...	...	...	1	1	1	...	...	...
39	Weston	1	1	...	1	...	...	1	...	...	1	...	...	...	1	...	1	...	...
40	Markham	1	1	...	1	...	...	1	...	...	...	...	1	...	1	...	...	...	1
41	Barrie	1	1	1	...	...	...	1	...	1	1	...	...	...	1	...	...	...	...
42	Bond Head	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Milton	1	1	...	1	...	...	...	...	2	...	...	...	...	1	...	...	...	1
44	Oakville	1	1	...	...	1	...	...	...	...	...	...	1	...	...	1	...	...	1
45	Hamilton	1	1	...	1	1	...	1	...	...	...	...	1	...	1	...	...	...	...
46	Ancaster	1	1	...	1	...	...	...	...	1	...	1	...	...	...	1	...	...	...
47	Dundas	1	1	...	...	1	...	1	...	2	...	...	1	...	1	...	...	...	1
48	Waterdown	1	1	...	...	1	...	...	...	1	1	...	...	...	1	...	1	...	...
49	Brantford	1	1	...	...	...	1	1	...	...	...	...	...	1	...	...	1	...	...
50	Paris	1	1	...	1	...	...	...	...	1	...	1	...	...	1	...	...	...	...
51	Scotland	1	...	...	1	...	...	...	...	1	...	1	...	...	1	1	...	...	...
52	Niagara	1	1	1	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...
53	St. Catharine's	1	1	...	...	1	...	1	...	1	...	...	1	...	1	...	...	...	1
54	Grimsby	1	1	1	...	...	...	1	...	...	...	...	1	...	1	...	1	...	...
55	Beamsville	1	1	...	1	...	...	1	...	...	1	...	...	...	1	...	1	...	...
56	Merrittsville	...	...	...	1	...	...	1	...	...	1	...	...	...	1	...	1	...	...
57	Drummondville	1	1	...	1	...	...	1	...	...	...	1	...	...	...	1	...	...	...
58	Caledonia	...	...	...	...	...	1	...	...	1	...	...	1	...	...	1	...	...	1
59	Simcoe	1	1	...	...	...	1	...	...	1	...	1	...	...	1	...	...	...	...
60	Port Dover	...	...	...	...	...	1	...	...	1	...	1	...	...	1	...	...	1	...
61	Woodstock	...	1	...	1	...	...	...	...	1	...	...	1	...	...	1	...	...	1
62	Ingersoll	...	...	...	1	...	1	1	...	1	...	1	...	...	1	...	...	...	...
63	Berlin	...	...	...	...	1	...	1	...	...	...	...	...	1	...	...	...	...	...
64	Galt	1	...	...	...	...	...	1	...	1	...	...	...	...	...	1	1	...	...
65	Guelph	1	1	...	1	...	...	1	...	...	1	...	...	1	1	...	1	...	...
66	Elora	1	1	...	...	...	...	1	...	1	1	...	...	...	1	...	1	...	...
67	Owen Sound	...	1	...	1	...	...	1	...	...	...	1	...	...	1	...	...	...	...
68	Stratford	1	...	...	1	...	...	1	...	...	1	...	...	...	...	1	1	...	...
69	Goderich	1	1	...	1	...	...	1	...	1	1	...	...	...	1	...	...	...	...
70	London	1	1	...	1	...	...	1	...	1	...	...	1	...	1	...	...	...	...
71	St. Thomas	1	1	...	...	1	...	...	...	1	...	...	1	...	...	...	...	...	1
71	Vienna	...	1	...	...	...	1	1	...	1	...	...	1	...	1	...	...	...	...
73	Chatham	1	1	...	1	...	...	1	...	...	...	...	...	...	...	1	...	...	1
74	Sarnia	1	1	...	1	...	...	1	...	...	...	1	...	...	1	...	...	1	...
75	Windsor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total 1858	56	50	5	40	17	19	58	...	39	25	14	14	14	48	24	28	2	15
	Total 1857	59	52	2	44	18	21	60	7	27	21	14	13	14	13	24	23	...	13
	Increase	...	...	3	...	...	...	...	...	12	3	...	1	...	35	...	5	2	2
	Decrease	3	2	...	4	1	2	2	7	...	...	...	...	...	...	...	...	...	...

36	Streetsville	...	1	...	...	...	...	...	...	...	1	...	1	...	...
37	Richmond Hill	...	1	...	...	...	...	...	1	...	...	1	1	...	...
38	Brampton	2	...	...	1	...	...	...	...	...	1	...	1	1	...
39	Weston	...	...	...	...	...	...	...	...	...	1	...	1	...	...
40	Markham	...	1	...	...	...	...	...	1	...	...	1	1	...	1
41	Barrie	1	1	...	...	...	...	...	...	1	1	...	...	1	...
42	Bond Head	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Milton	...	...	...	...	...	...	...	...	...	1	...	1	...	2
44	Oakville	...	...	...	...	1	...	...	...	...	1	1	1	...	...
45	Hamilton	1	...	...	...	...	...	...	...	...	1	1	1	...	1
46	Ancaster	...	...	...	...	1	...	...	...	...	1	1	1	...	...
47	Dundas	...	1	...	...	...	...	...	...	...	1	...	...	...	1
48	Waterdown	...	1	...	...	...	...	1	...	...	1	...	1	...	...
49	Brantford	...	1	...	...	...	...	...	...	...	1	...	1	...	...
50	Paris	1	1	...	...	...	...	...	...	...	1	1	...	1	1
51	Scotland	1	...	...	...	...	...	...	...	...	...	...	...	1	...
52	Niagara	1	...	...	...	...	...	...	1	...	...	...	1	1	...
53	St. Catharine's	...	1	...	...	...	...	...	...	...	...	...	1	1	...
54	Grimsby	...	1	...	...	...	...	...	...	...	1	...	...	1	...
55	Beamsville	...	1	...	...	1	...	...	1	...	...	...	1	...	1
56	Merrittsville	...	...	...	...	1	...	...	1	...	...	...	1	...	1
57	Drummondville	1	1	...	...	...	...	...	...	...	...	...	1	...	...
58	Caledonia	...	...	...	...	1	...	...	...	...	1	...	...	...	1
59	Simcoe	1	1	...	...	...	...	...	...	...	...	...	1	...	1
60	Port Dover	...	1	...	...	...	...	...	...	...	1	1	1	...	...
61	Woodstock	...	...	...	...	1	...	...	1	...	...	...	1	1	...
62	Ingersoll	1	...	...	...	1	...	...	...	...	1	1	1	1	...
63	Berlin	1	...	...	...	...	...	...	1	...	...	2	1	...	...
64	Galt	...	1	...	...	...	...	1	...	...	...	1	1	1	...
65	Guelph	...	1	...	...	...	...	...	...	...	1	1	1	1	...
66	Elora	...	1	...	...	...	...	...	1	...	...	1	1	1	...
67	Owen Sound	...	1	...	...	...	1	...	...	...	...	...	1	...	...
68	Stratford	...	1	...	...	...	...	...	...	...	1	...	1	1	...
69	Goderich	1	1	...	...	...	...	...	...	...	...	...	1	...	...
70	London	1	1	...	...	...	...	...	1	...	...	2	...	1	...
71	St. Thomas	...	...	...	...	...	...	...	...	...	...	...	...	...	1
71	Vienna	1	...	...	...	...	...	...	1	...	...	1	...	...	1
73	Chatham	...	...	...	...	...	...	...	...	...	1	...	1	...	...
74	Sarnia	...	1	...	...	...	...	...	...	...	1	...	1	1	...
75	Windsor	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total 1858	21	42	1	1	10	3	3	14	2	36	25	58	24	20
	Total 1857	19	44	4	1	9	4	2	16	...	34	37	51	25	13
	Increase	2	...	...	...	1	...	1	...	2	2	...	7	...	7
	Decrease	..	2	3	...	...	1	...	2	...	...	12	...	1	...

36	Streetsville	...	1	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...
37	Richmond Hill	...	1	...	...	1	...	...	1	...	...	...	...	3	...	...	...	...
38	Brampton	...	...	...	2	...	...	2	1	1	...	...	...	4	...	...	...	...
39	Weston	1	...	...	...	...	1	1	1	...	...	...	1	...	...	...	...	...
40	Markham	...	...	...	...	...	1	...	...	1	1	...	1	...	...	...	...	...
41	Barrie	...	1	...	...	1	...	...	1	1	...	...	...	3	...	...	...	...
42	Bond Head	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	Milton	...	1	...	2	...	1	2	1	...	...	...	...	1	...	...	...	...
44	Oakville	...	1	...	...	1	...	...	1	1	...	...	1	2	...	...	...	...
45	Hamilton	...	1	...	1	1	...	1	...	...	...	...	1	2	...	...	...	...
46	Ancaster	...	...	...	1	1	...	...	1	...	...	...	1	1	...	...	...	...
47	Dundas	...	1	...	...	...	1	...	1	...	...	...	1	2	...	...	...	1
48	Waterdown	...	...	...	1	...	...	1	1	1	...	...	...	1	...	...	...	...
49	Brantford	...	...	...	1	...	...	1	...	1	...	1	...	1	...	...	...	...
50	Paris	...	1	...	...	1	...	1	1	...	1	...	1	2	...	1	...	...
51	Scotland	1	...	...	1	...	...	1	...	...	1	...	...	1	...	...	...	...
52	Niagara	...	1	...	...	1	...	...	2	1	1	...	1	1	...	...	...	...
53	St. Catharine's	...	1	...	...	1	...	...	1	1	1	...	1	2	...	...	...	...
54	Grimsby	...	1	...	...	1	...	...	...	1	1	...	1	...	...	...	...	...
55	Beamsville	...	...	...	1	...	1	...	...	1	1	...	...	...	...	...	...	...
56	Merrittsville	...	1	...	1	...	...	1	...	...	...	...	1	1	...	...	...	...
57	Drummondville	...	1	...	1	...	...	1	...	...	...	1	...	1	...	...	...	1
58	Caledonia	...	1	...	...	...	1	...	...	...	...	...	...	1	...	...	...	...
59	Simcoe	...	1	...	...	1	...	...	...	1	...	...	...	2	...	...	...	...
60	Port Dover	...	...	...	1	...	...	2	...	...	...	...	...	2	1	...	...	...
61	Woodstock	...	...	...	1	...	1	...	2	...	...	...	1	1	1	...	...	...
62	Ingersoll	1	1	1	1	1	1	...	2	1	...	...	...	1	...	...	...	...
63	Berlin	...	1	...	...	1	1	...	1	...	...	1	...	1	...	...	...	...
64	Galt	...	1	...	...	...	1	1	1	1	...	1	2	2	...	...	...	...
65	Guelph	...	1	...	1	...	...	1	1	...	1	...	...	1	...	...	...	...
66	Elora	...	1	...	1	1	...	2	2	...	1	...	...	2	...	...	...	...
67	Owen Sound	...	...	1	...	...	...	1	1	1	1	...	...	1	...	...	...	...
68	Stratford	...	1	...	...	...	...	1	1	...	1	...	1	2	...	...	...	...
69	Goderich	...	1	...	...	1	...	...	1	...	1	...	1	1	...	...	...	...
70	London	...	1	...	...	1	...	...	1	1	...	1	1	1	...	...	...	...
71	St. Thomas	...	...	...	1	...	1	...	...	...	...	...	...	2	...	...	...	...
71	Vienna	...	...	...	1	1	...	...	...	...	...	...	1	1	...	...	...	...
73	Chatham	...	...	...	1	...	...	1	...	1	...	...	...	...	...	...	...	...
74	Sarnia	...	1	...	1	1	...	1	...	...	1	1	...	...	...	...	...	...
75	Windsor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total 1858	5	40	4	45	32	15	49	58	32	18	9	26	117	2	1	1	21
	Total 1857	2	28	5	62	26	10	93	...	29	9	11	...	143	2	...	5	28
	Increase	3	12	...	...	6	5	...	58	3	9	...	26	...	...	1	...	...
	Decrease	...	...	1	17	...	...	44	...	...	...	2	...	26	...	...	4	7

Table L.—(*Continued.*) THE NORMAL SCHOOL

Abstract No. 3.—RELIGIOUS PERSUASION OF THE

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.		Total No. of Students admitted.			Church of England.			Roman Catholics.			Presbyterians.			Methodists.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session,	1847-48	63	63	...	14	14	...	7	7	...	10	10	...	22	22	...
2	Second Session,	1848	125	98	27	30	24	6	8	7	1	29	21	8	33	27	6
3	Third Session,	1848-49	108	76	32	21	9	12	6	6	...	20	12	8	42	33	9
4	Fourth Session,	1849	112	88	24	22	15	7	5	4	1	12	10	2	52	41	11
5	Fifth Session,	1849-50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18
6	Sixth Session,	1850-51	74	49	25	10	8	2	6	2	4	10	9	1	31	20	11
7	Seventh Session,	1851-52	80	60	20	8	7	1	5	2	3	16	16	..	37	26	11
8	Eighth Session,	1852	101	71	30	17	13	4	7	6	1	20	14	6	34	21	13
9	Ninth Session,	1852-53	144	74	70	22	10	12	6	5	1	28	18	10	69	28	41
10	Tenth Session,	1853	161	97	64	26	18	8	7	4	3	38	22	16	55	32	23
11	Eleventh Session,	1853-54	160	58	102	17	6	11	6	1	5	52	16	36	55	22	33
12	Twelfth Session,	1854	111	52	59	13	5	8	9	3	6	36	17	19	44	20	24
13	Thirteenth Session,	1854-55	101	39	62	17	7	10	1	...	1	32	17	15	33	11	22
14	Fourteenth Session,	1855	86	44	42	12	5	7	4	2	2	22	11	11	27	16	11
15	Fifteenth Session,	1855-56	137	55	82	10	3	7	2	1	1	42	15	27	46	18	28
16	Sixteenth Session,	1856	118	66	52	10	5	5	3	2	1	31	16	15	52	31	21
17	Seventeenth Session,	1856-57	134	75	59	12	7	5	1	1	..	53	33	22	45	24	21
18	Eighteenth Session,	1857	167	93	74	34	15	19	7	4	3	59	33	24	48	27	21
19	Nineteenth Session,	1857-58	159	76	83	25	10	15	2	1	1	49	29	20	53	21	32
20	Twentieth Session,	1858	187	95	92	46	22	24	12	...	12	52	33	19	52	24	28
	Total		2463	1421	1042	388	219	169	116	67	49	637	372	265	882	498	384

NOTE.—The revised terms of admission to the Normal School, and the new programme of the course of study therein, are given in the Appendix, which see.

FOR UPPER CANADA. 1858 **Table L.—*(Continued.)***

STUDENTS ATTENDING THE NORMAL SCHOOL.

	Baptists.			Congregationalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	4	4	...	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
2	9	7	2	11	8	3	...	...	...	...	...	...	1	1	...	1	1	...	...	...	...	3	2	1
3	6	4	2	2	1	1	1	1	...	1	1	...	...	...	...	1	1	...	...	...	...	8	8	...
4	9	6	3	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	6	6	...
5	14	5	9	4	2	2	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	4	4	...
6	8	4	4	4	3	1	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	3	1	2
7	8	6	2	4	1	3	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	1	...
8	10	8	2	3	2	1	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	9	6	3
9	10	5	5	2	2	...	...	...	...	2	2	...	...	...	...	...	...	...	2	2	...	3	2	1
10	18	11	7	3	1	2	...	...	...	4	4	...	...	...	...	1	...	1	3	1	2	6	4	2
11	16	6	10	7	3	4	...	...	...	3	3	...	...	...	...	2	1	1	1	...	1	1	...	1
12	5	5	...	2	...	2	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	1	...
13	8	1	7	5	...	5	...	...	...	2	...	2	...	...	...	1	1	...	1	1	...	1	1	...
14	13	7	6	6	1	5	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	1	...
15	21	10	11	10	3	7	...	...	...	1	1	...	...	...	...	1	...	1	...	...	...	4	4	...
16	9	5	4	10	5	5	...	...	...	...	...	...	...	...	...	...	...	...	3	2	1	...	...	...
17	8	5	3	6	2	4	...	...	...	3	1	2	...	...	...	...	...	...	...	...	...	4	2	2
18	14	10	4	3	1	2	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...
19	18	10	8	9	2	7	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	2	...
20	13	10	3	6	...	6	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	4	4	...
	221	129	92	107	47	60	1	1	...	24	20	4	1	1	...	7	4	3	17	13	4	62	50	12

PART II.—Table M. THE OTHER EDUCATIONAL

MUNICIPALITIES,	COLLEGES.				ACADEMIES.			PRIVATE SCHOOLS.					TOTAL.		
	No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of Months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools, and Academies.	Total Students and Pupils.	Total amount received from Fees and Legislative aid.
Counties.			$ c.	$ c.			$ c.					$ c.			$ c.
1 Glengarry	...	...	.....	.....	...	...	.....	2	20	6	2	42 00	2	20	42 00
2 Stormont	...	...	.....	.....	...	...	.....	2	102	7	2	302 00	2	102	302 00
3 Dundas	...	...	.....	.....	...	...	.....	1	27	12	2	.....	1	27	.....
4 Prescott	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
5 Russell	...	...	.....	.....	...	...	.....	1	30	6	1	.....	1	30	.....
6 Carleton	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
7 Grenville	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
8 Leeds	...	...	.....	.....	...	...	.....	3	62	6	3	294 00	3	62	294 00
9 Lanark	...	...	.....	.....	...	...	.....	2	30	...	2	210 00	2	30	210 00
10 Renfrew	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
11 Frontenac	...	...	.....	.....	...	...	.....	1	40	...	1	.....	1	40	.....
12 Addington	...	...	.....	.....	...	...	.....	2	65	7	2	187 00	2	65	187 00
13 Lennox	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
14 Prince Edward	...	...	.....	.....	...	...	.....	1	40	12	2	900 00	1	40	900 00
15 Hastings	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
16 Northumberland	...	...	.....	.....	...	...	.....	2	38	3	3	166 00	2	38	166 00
17 Durham	...	...	.....	.....	1	14	80 00	2	30	6	2	24 00	3	44	104 00
18 Peterboro'	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
19 Victoria	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
20 Ontario	...	...	.....	.....	...	...	.....	9	66	8	9	51 00	9	66	51 00
21 York	...	...	.....	.....	4	23	166 00	17	274	10	18	355 00	21	297	521 00
22 Peel	...	...	.....	.....	1	...	100 00	2	19	12	2	240 00	2	19	340 00
23 Simcoe	...	...	.....	.....	...	...	.....	2	36	7	2	25 00	2	36	25 00
24 Halton	...	...	.....	.....	...	...	.....	10	247	8	10	2312 00	10	247	2312 00
25 Wentworth	...	...	.....	.....	...	...	.....	10	170	6	10	646 00	10	170	646 00
26 Brant	...	...	.....	.....	...	...	.....	2	33	3	2	60 00	2	33	60 00
27 Lincoln	...	...	.....	.....	...	...	.....	1	15	5	1	.....	1	15	.....
28 Welland	...	...	.....	.....	...	...	.....	5	46	11	5	40 00	5	46	40 00
29 Haldimand	...	...	.....	.....	...	...	.....	1	25	8	1	350 00	1	25	350 00
30 Norfolk	...	...	.....	.....	...	...	.....	5	94	11	7	596 00	5	94	596 00
31 Oxford	...	...	.....	.....	...	...	.....	4	45	7	4	450 00	4	45	450 00
32 Waterloo	...	...	.....	.....	...	...	.....	4	60	9	1	205 00	4	60	205 00
33 Wellington	...	...	.....	.....	1	45	540 00	7	85	12	7	121 25	8	130	661 25
34 Grey	...	...	.....	.....	...	...	.....	1	20	10	1	22 50	1	20	22 50
35 Perth	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
36 Huron	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
37 Bruce	...	...	.....	.....	...	...	.....	1	25	5	1	30 00	1	25	30 00
38 Middlesex	...	...	.....	.....	...	...	.....	3	38	4	3	36 00	2	38	36 00
39 Elgin	...	...	.....	.....	...	...	.....	4	53	5	4	14 37	4	53	14 37
40 Kent	...	...	.....	.....	...	...	.....	3	50	6	3	.....	3	50	.....
41 Lambton	...	...	.....	.....	...	...	.....	1	25	11	1	400 00	1	25	400 00
42 Essex	...	...	.....	.....	...	...	.....	1	15	6	1	.....	1	15	.....
Total	...	...	.....	.....	7	82	886 00	112	1925	8	115	8079 12	119	2007	8965 12
Cities.															
1 Toronto	*8	800	80000 00	15200 00	6	300	4000 00	8	200	...	...	1400 00	22	1300	100600 00
2 Hamilton	...	...	.....	.....	1	80	3200 00	15	600	...	...	2801 80	16	680	6001 80
3 Kingston	*2	225	7160 00	14400 00	2	86	2000 00	12	481	10	22	3569 00	17	792	27129 00
4 London	...	...	.....	.....	1	13	780 00	2	328	12	5	2224 00	3	341	3004 00
5 Ottawa	*1	70	1200 00	1200 00	...	...	.....	9	270	...	12	.....	10	340	2400 00
Total	11	1095	88360 00	30800 00	10	479	9980 00	47	1879	11	39	9994 80	68	3453	139134 80
Towns.															
1 Belleville	...	...	.....	.....	2	25	.....	2	20	8	2	.....	4	45	.....
2 Bowmanville	...	...	.....	.....	1	20	600 00	3	70	10	3	400 00	4	90	1000 00
3 Brantford	...	...	.....	.....	...	...	.....	4	80	10	7	1200 00	4	80	1200 00
4 Brockville	...	...	.....	.....	4	90	.....	...	...	...	...	.....	4	90	.....
5 Chatham	...	...	.....	.....	2	70	400 00	2	40	12	2	500 00	4	110	900 00
6 Cobourg	...	...	.....	.....	4	44	2000 00	7	192	11	10	1470 00	11	236	3470 00
7 Collingwood	...	...	.....	.....	3	30	75 00	...	...	...	...	.....	3	30	75 00
8 Cornwall	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
9 Dundas	...	...	.....	.....	1	45	.....	4	50	12	...	.....	5	95	.....

* *These statistics are taken from information obtained in 1856.* No reports have been received since.

INSTITUTIONS OF UPPER CANADA, 1858. PART II.—Table M.—(*Continued.*)

MUNICIPALITIES.	COLLEGES.				ACADEMIES.			PRIVATE SCHOOLS.					TOTAL.		
	No. of Colleges.	No. of Students.	Annual Income or Legislative aid.	Amount received from Fees.	No. of Private Academies.	No. of Pupils.	Amount received from Fees.	No. of Private Schools.	No. of Pupils.	No. of Months open.	No. of Teachers.	Amount received from Fees.	Total Colleges, Private Schools, and Academies.	Total Students and Pupils.	Total amount received from Fees and Legislative aid.
Towns—Continued.			$ c	$ c.			$ c.					$ c.			$ c.
10 Galt	...	...	.....	.....	...	...	.....	2	48	12	2	384 00	2	48	384 00
11 Goderich	...	...	.....	.....	...	...	.....	3	36	8	4	556 00	3	36	556 00
12 Guelph	...	...	.....	.....	...	...	.....	4	67	...	4	844 00	4	67	844 00
13 Lindsay	...	...	.....	.....	...	...	.....	1	6	3	2	.....	1	6	.....
14 Milton	...	...	.....	.....	1	...	.....	1	...	11	2	.....	2	...	.....
15 Niagara	...	...	.....	.....	...	...	.....	3	...	8	3	.....	3	...	.....
16 Oakville	...	...	.....	.....	2	11	.....	2	29	12	2	.....	4	40	.....
17 Owen Sound	...	...	.....	.....	...	...	.....	2	30	..	...	.....	2	30	.....
18 Paris	...	...	.....	.....	...	...	.....	2	24	9	2	.....	2	24	.....
19 Perth	...	...	.....	.....	...	...	.....	2	40	11	3	.....	2	40	.....
20 Peterborough	...	...	.....	.....	...	...	.....	3	60	...	4	.....	3	60	.....
21 Picton	...	...	.....	.....	...	...	.....	1	25	3	1	.....	1	25	.....
22 Port Hope	...	...	.....	.....	...	...	.....	2	40	10	2	600 00	2	40	600 00
23 Prescott	...	...	.....	.....	...	...	.....	3	60	12	3	360 00	3	60	360 00
24 Sandwich	...	...	.....	.....	3	30	.....	...	..	...	...	.....	3	30	.....
25 Sarnia	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
26 St. Catharine's	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
27 Whitby	...	...	.....	.....	...	...	.....	3	25	10	4	450 00	3	25	450 00
28 Windsor	...	...	.....	.....	...	...	.....	1	20	10	1	.....	1	20	.....
Total	...	...	.....	.....	23	365	3075 00	57	962	10	63	6764 00	80	1327	9839 00
Town Municipalities.															
1 Amherstburgh	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
2 Barrie	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
3 Clifton	...	...	.....	.....	...	...	.....	3	30	4	3	70 00	3	30	70 00
4 Simcoe	...	...	.....	.....	1	30	1200 00	2	18	9	2	216 00	3	48	1416 00
5 Woodstock	...	...	.....	.....	...	...	.....	3	50	11	5	750 00	3	50	750 00
Total	...	...	.....	.....	1	30	1200 00	8	98	8	10	1036 00	9	128	2236 00
Villages.															
1 Berlin	...	...	.....	.....	...	...	.....	2	12	12	2	.....	2	12	.....
2 Bradford	...	...	.....	.....	...	...	.....	3	60	12	3	250 00	3	60	250 00
3 Brampton	...	...	.....	.....	...	...	.....	3	...	...	...	.....	3	...	.....
4 Caledonia	...	...	.....	.....	...	...	.....	1	...	...	...	.....	1	...	.....
5 Chippewa	...	...	.....	.....	...	...	.....	1	12	12	1	.....	1	12	.....
6 Clinton	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
7 Elora	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
8 Fergus	...	...	.....	.....	...	...	.....	1	69	9	1	150 00	1	69	150 00
9 Fort Erie	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
10 Ingersoll	...	...	.....	.....	...	...	.....	2	...	12	2	.....	2	...	.....
11 Iroquois	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
12 Kemptville	...	...	.....	.....	...	...	.....	1	...	...	...	.....	1	...	.....
13 Kincardine	...	...	.....	.....	1	25	.....	1	25	5	1	30 00	2	50	30 00
14 Mitchell	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
15 Napanee	...	...	.....	.....	...	...	.....	1	12	...	2	.....	1	12	.....
16 New Hamburg	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
17 Newcastle	...	...	.....	.....	1	45	.....	...	...	...	...	.....	1	45	.....
18 Newmarket	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
19 Oshawa	...	...	.....	.....	...	...	.....	2	24	5	3	300 00	2	24	300 00
20 Preston	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
21 St. Mary's	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
22 St. Thomas	...	...	.....	.....	...	...	.....	1	...	...	6	800 00	1	...	800 00
23 Smith's Falls	...	...	.....	.....	...	...	.....	3	80	12	3	300 00	3	80	300 00
24 Stratford	...	...	.....	.....	3	45	1600 00	...	...	...	...	.....	3	45	1600 00
25 Streetsville	...	...	.....	.....	...	...	.....	2	19	12	2	240 00	2	19	240 00
26 Thorold	...	...	.....	.....	...	...	.....	3	80	9	4	600 00	3	80	600 00
27 Trenton	...	...	.....	.....	...	...	.....	2	20	10	2	80 00	2	20	80 00
28 Vienna	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
29 Waterloo	...	...	.....	.....	...	...	.....	...	...	...	...	.....	...	...	.....
30 Yorkville	...	...	.....	.....	...	...	.....	1	24	12	2	500 00	2	24	500 00
Total	...	...	.....	.....	5	115	1600 00	31	437	10	34	3250 00	36	552	4850 00
Grand Total ...	11	1095	88360 00	30800 00	46	1071	16741 00	255	5301	9	261	29123 92	312	7467	165024 92
Do. 1857	...	...	.....	.....	37	1114	16508 00	239	5406	9	211	25163 55	288	7855	167631 55
Increase	...	...	.....	.....	9	...	233 00	16	...	...	50	3960 37	24	...	.....
Decrease	...	...	.....	.....	...	43	.....	...	105	...	...	.....	...	388	2606 63

Table N. THE FREE PUBLIC LIBRARIES

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	THE FREE PUBLIC LIBRARIES SUPPLIED							
	MONEYS.			VOL-				
	Amount of Local Appropriation for 1858.	Amount of Legislative Apportionment for 1858.	Value of Books sent in 1858.	Total No. Volumes sent in 1858.	History.	Zoology.	Botany.	Natural Phenomena.
Leeds:								
Elizabethtown, No. 19	$10 00	$10 00	$20 00	51	...	3	...	...
Lansdowne, front, No. 6	17 00	17 00	34 00	60	23	1	...	...
Lanark and Renfrew:								
Bathurst, No. 5	10 00	10 00	20 00	38	4	7	2	1
Montague, No. 9	10 00	10 00	20 00	35	19	...	...	6
Ramsay Township*	193 00	193 00	386 00	566	154	7	...	...
(Renfrew:)								
Admaston, No. 1	40 00	40 00	80 00	162	9	5	...	...
Do. No. 2	40 00	40 00	80 00	135	47	5	1	4
Do. No. 5	40 00	40 00	80 00	144	20	3	1	3
Bagot, No. 1	9 62	9 62	19 24	44	17	1	...	...
Do. No. 3	15 00	15 00	30 00	43	18	3	5	...
Do. No. 4	20 00	20 00	40 00	78	19	...	...	...
Hastings:								
Hungerford Township	100 00	100 00	200 00	341	81	28	8	5
Huntingdon, No. 9	10 67	10 67	21 34	50	9	3	2	4
Do. No. 10	15 00	15 00	30 00	65	6	4	...	4
Durham:								
Clarke, No. 15	20 00	20 00	40 00	82	1	2	...	...
Victoria:								
Eldon, No. 5	20 00	20 00	40 00	75	22	2	1	...
Ontario:								
Uxbridge, No. 3	11 31	11 31	22 62	50	17	3	...	...
York:								
Vaughan and Markham, No. 1	18 30	18 30	36 60	107	26	2	...	3
Do. Do. No. 13	8 00	8 00	16 00	34	2	1	...	...
Do. Do. A.B.C.	34 60	34 60	69 20	137	20	3	...	...
Simcoe:								
Sunnidale, No. 4	30 00	30 00	60 00	103	5	4	...	2
Halton:								
Trafalgar, No. 6	20 00	20 00	40 00	85	8	4	2	...
Lincoln:								
Gainsborough, No. 3	100 00	100 00	200 00	338	62	21	...	...
Oxford:								
Nissouri East, No. 12	5 00	5 00	10 00	14	9	...	...	...
Wellington:								
Garafraxa, No. 2	25 25	25 25	50 50	88	43	27	...	...
Do. No. 3	30 00	30 00	60 00	136	18	14	1	3
Do. No. 10	33 48	33 48	66 96	115	26	5	1	1
Guelph, No. 6	6 62	6 62	13 24	29	...	...	...	...
Huron:								
Stanley, No. 8	20 00	20 00	40 00	69	10	...	...	...
Usborne, No. 5	40 00	40 00	80 00	161	13	13	...	6
Bruce:								
Arran, No. 10	8 00	8 00	16 00	46	4	...	...	...
Greenock, No. 1	24 00	24 00	48 00	106	18	2	...	...
Middlesex:								
Carradoc Township	50 00	50 00	100 00	173	40	9	6	5
Ekfrid Township	38 00	38 00	76 00	99	48	5	...	...
Lobo, No. 2	6 00	6 00	12 00	39	...	...	...	...
Mosa, No. 1	25 00	25 00	50 00	95	33	11	...	...
Lambton:								
Dawn, No. 4	20 00	20 00	40 00	74	22	...	...	...
Cities:								
Hamilton	100 00	100 00	200 00	445	23	23	6	...
Toronto	200 00	200 00	400 00	1240	269	124	26	28
Do. P. Lunatic Asylum	111 93½	111 93½	223 87	386	35	35	9	23
Kingston, Provincial Penitentiary	100 00	100 00	200 00	251	106	25	...	1
Towns:								
Chatham	17 00	17 00	34 00	75	44	...	...	...
Cobourg	15 75	15 75	31 50	60	12	14	...	8
Collingwood	197 46	197 46	394 92	739	154	76	15	43
Villages:								
Fergus	5 40	5 40	10 80	37	...	1	...	1
Kemptville	100 00	100 00	200 00	246	45	7	...	1
Preston	20 10	20 10	40 20	51	...	...	...	...
Total	1991 49½	1991 49½	3982 99	7587	1567	503	86	152

* In the Library Table of 1857, the amount received from Ramsay, is printed as £25 6 6½. It should have been £50 6 6½, and the value of books sent, £100 13 1. The balance was erroneously placed under the head of "Sales in Depository" in the account on page 138 of the Report for 1857.

OF UPPER CANADA, 1858. Table N.

BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

UMES.

Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teacher's Library.	No. of times volumes taken out.	No. of inhabitants reading.
1	...	...	...	...	...	...	...	4	...	43	...	539	60
2	1	1	...	...	3	...	2	4	6	15	2	60	40
...	...	...	...	...	...	...	...	7	8	9	...	N. R.*	N. R.
1	...	...	...	...	...	...	5	...	2	2	...	34	14
3	7	9	2	...	14	5	70	81	55	159	...	3328	563
5	...	...	...	...	16	...	7	32	25	63	...	N. R.	N. R.
7	...	1	...	...	7	...	10	9	...	44	...	N. R.	15
1	...	1	...	...	1	...	13	63	4	67	1	85	26
...	...	1	...	...	...	...	1	11	6	7	...	N. R.	N. R.
...	...	3	...	...	2	...	2	2	7	1	...	20	10
...	1	1	2	...	2	2	4	...	7	39	1	336	305
5	13	7	...	...	10	...	31	30	37	82	4	N. R.	N. R.
2	...	5	...	...	...	3	...	1	6	15	...	N. R.	N. R.
1	...	...	1	...	1	4	4	...	17	23	...	N. R.	N. R.
...	6	...	...	...	...	...	12	20	2	39	...	N. R.	N. R.
...	...	...	...	...	...	...	14	4	8	23	1	157	131
...	...	...	...	...	10	...	13	7	...	...	...	57	21
2	...	10	...	...	...	...	17	3	11	33	...	450	100
...	...	...	...	...	...	...	1	1	6	23	...	654	51
...	...	12	2	...	...	...	7	16	24	49	4	...	...
...	...	4	...	...	...	...	16	1	4	67	...	37	11
2	2	5	...	2	23	...	1	...	36	...	...	N. R.	N. R.
9	...	12	...	...	13	...	13	66	59	81	2	N. R.	N. R.
...	...	...	...	...	3	...	...	...	2	...	...	764	86
...	...	...	...	...	...	...	...	2	...	16	...	300	29
...	1	4	...	...	...	6	7	6	22	54	...	246	63
2	...	2	...	...	4	...	1	14	25	27	7	N R.	N. R.
...	...	...	...	...	...	...	...	3	...	26	...	45	38
2	...	...	1	...	...	...	4	12	6	32	2	N. R.	N. R.
3	3	3	3	...	19	7	15	5	15	56	...	N. R.	N. R.
4	...	...	...	...	...	...	...	...	5	33	...	N. R.	N. R.
...	...	3	...	...	8	...	17	18	22	16	2	N. R.	N. R.
5	6	19	...	...	7	...	15	18	12	33	...	N. R.	N. R.
7	...	1	...	...	...	...	18	9	8	3	...	925	286
...	...	...	...	...	...	...	...	...	...	39	...	N. R.	N. R.
3	...	1	...	...	4	...	9	13	16	2	3	174	75
2	...	...	...	...	...	...	6	10	3	24	2	459	52
8	...	13	12	...	4	...	9	58	10	261	18	7025	N. R.
6	4	36	...	...	...	...	119	197	83	347	1	11130	N. R.
4	1	...	...	...	14	12	26	33	29	165	...	93	93
2	5	11	...	...	1	5	44	24	27	...	...	...	N. R.
...	...	...	...	...	...	...	...	20	10	1	...	N. R.	N. R.
1	...	2	...	...	...	...	3	2	...	16	2	2812	200
6	7	44	4	...	8	...	46	62	87	159	28	N. R.	N. R.
...	...	1	...	...	...	...	...	1	...	23	...	640	83
4	4	...	...	...	12	...	106	14	27	26	...	1036	128
...	...	...	...	...	...	20	25	...	...	2	4	412	65
98	61	212	27	2	186	64	713	843	744	2245	84	...	...

* "N. R." not reported.

Table N.—(*Continued.*) THE FREE PUBLIC LIBRARIES

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED													
	MONEYS.					Number of Libraries exclusive of sub-divisions.	VOL-							
	Amount of Local Appropriation for 1858.	Amount of Legislative apportionment for 1858.	Value of the Books sent in 1858.	Value of Books sent in former years.	Total Value of Books sent.		Total number of volumes in Libraries.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.
Counties.	$ c.	$ c.	$ c.	$ c.	$ c.									
1 Glengarry	.....	.....	.....	200 00	200 00	1	454	40	21	2	1	2	2
2 Stormont	.....	.....	.....	560 00	560 00	2	1144	170	92	17	49	18	8
3 Dundas	.....	.....	.....	800 00	800 00	1	1401	216	88	17	35	30	12
4 Prescott	.....	.....	.....	912 00	912 00	4	1788	351	127	27	70	25	13
5 Russell	.....	.....	.....	532 37	532 37	2	1063	254	75	13	38	23	6
6 Carleton	.....	.....	.....	1767 02	1767 02	8	3571	855	209	47	135	88	30
7 Grenville	.....	.....	.....	836 00	836 00	5	1747	290	129	28	90	42	10
8 Leeds	27 00	27 00	54 00	704 50	754 50	9	1521	229	105	29	47	25	14
9 Lanark	213 00	213 00	426 00	2928* 80	3354 80	13	7441	1485	501	78	185	149	52
10 Renfrew	164 62	164 62	329 24	963 48	1292 72	10	2531	544	187	27	74	53	17
11 Frontenac	.....	.....	.....	356 27	356 27	3	810	145	91	12	42	14	3
12 Addington	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
13 Lennox	.....	.....	.....	720 00	720 00	2	1556	235	151	33	66	48	15
14 Prince Edward	.....	.....	.....	1200 00	1200 00	2	2192	345	172	29	48	39	13
15 Hastings	125 67	125 67	251 34	2426 00	2677 34	9	5142	849	377	80	137	117	48
16 Northumberland	.....	.....	.....	4140 00	4140 00	8	8261	1077	584	101	195	151	48
17 Durham	20 00	20 00	40 00	944 57	984 57	5	2410	331	110	25	77	49	22
18 Peterborough	.....	.....	.....	3137 56	3137 56	17	6508	1402	444	63	207	150	58
19 Victoria	20 00	20 00	40 00	140 00	180 00	3	333	68	14	1	14	2	3
20 Ontario	11 31	11 31	22 62	3917 50	3940 12	12	6830	1324	603	89	142	261	77
21 York	60 90	60 90	121 80	7388 83	7510 63	17	14453	2413	1089	154	417	349	138
22 Peel	.....	.....	.....	4520 00	4520 00	4	8619	1213	638	104	170	156	74
23 Simcoe	30 00	30 00	60 00	2470 00	2530 00	11	4909	951	404	97	234	88	42
24 Halton	20 00	20 00	40 00	488 00	528 00	2	124	180	100	11	37	26	9
25 Wentworth	.....	.....	.....	1566 00	1566 00	9	3229	474	246	43	120	48	25
26 Brant	.....	.....	.....	450 00	450 00	2	789	185	43	2	38	3	5
27 Lincoln	100 00	100 00	200 00	1920 00	2120 00	4	3672	617	258	53	41	79	25
28 Welland	.....	.....	.....	844 00	844 00	4	1697	197	135	34	45	33	16
29 Haldimand	.....	.....	.....	3070 10	3070 10	4	5239	802	322	62	102	97	25
30 Norfolk	.....	.....	.....	672 00	672 00	2	1240	281	105	14	56	28	10
31 Oxford	5 00	5 00	10 00	4880 00	4890 00	11	9427	1405	639	123	248	213	69
32 Waterloo	.....	.....	.....	1444 87	1444 87	8	2749	365	147	23	94	73	21
33 Wellington	95 35	95 35	190 70	1500 73	1691 43	17	3487	668	276	49	100	82	29
34 Grey	.....	.....	.....	1396 90	1396 90	6	3021	431	178	22	87	71	22
35 Perth	.....	.....	.....	1760 00	1760 00	8	3587	719	295	54	121	77	29
36 Huron	60 00	60 00	120 00	3399 60	3519 60	14	7125	1001	470	85	165	117	58
37 Bruce	32 00	32 00	64 00	100 00	164 00	3	357	58	27	5	10	5	4
38 Middlesex	119 00	119 00	238 00	3054 00	3292 00	12	5810	1123	420	89	193	142	63
39 Elgin	.....	.....	.....	1445 72	1445 72	6	2769	614	213	49	96	105	24
40 Kent	.....	.....	.....	3090 00	3090 00	12	6199	1222	471	85	157	153	54
41 Lambton	20 00	20 00	40 00	1913 17	1953 17	10	3644	670	246	28	117	103	27
42 Essex	.....	.....	.....	1150 00	1150 00	3	2169	446	159	38	47	22	15
Total	1123 85	1123 85	2247 70	75709 99	77957 69	285	151518	26225	10931	1942	4357	3355	1244
Cities.														
1 Toronto	311 93½	311 93½	623 87	1200 00	1823 87	1	3252	510	254	50	72	49	13
2 Hamilton	100 00	100 00	200 00	1380 00	1580 00	1	2332	372	174	38	25	69	25
3 Kingston	100 00	100 00	200 00	1200 00	1400 00	1	2080	393	140	26	39	43	15
4 London	.....	.....	.....	800 00	800 00	1	1100	213	22	2	6	22	5
5 Ottawa	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
Total	511 93½	511 93½	1023 87	4580 00	5603 87	4	8764	1488	590	116	152	183	58
Towns.														
1 Belleville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
2 Bowmanville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
3 Brantford	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
4 Brockville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
5 Chatham	17 00	17 00	34 00	.....	34 00	1	75	44	...	...	...	...	...
6 Cobourg	15 75	15 75	31 50	500 00	531 50	1	877	167	70	13	38	22	8
7 Collingwood	197 46	197 46	394 92	.....	394 92	1	739	154	76	15	43	6	7
8 Cornwall	.....	.....	.....	200 00	200 00	1	378	87	27	6	22	7	4
9 Dundas	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
10 Galt	.....	.....	.....	200 00	200 00	1	280	88	23	7	...	9	7
11 Goderich	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
12 Guelph	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...

* *See Note * on page lxxviii.*

OF UPPER CANADA, 1858. **Table N.**—*(Continued.)*

BY THE EDUCATIONAL DEPARTMENT.

	UMES.										MISCELLANEOUS.		Sunday School Libraries.		Other Public Libraries.		Common School Libraries as per foregoing columns.		Total School and Public Libraries in Upper Canada.	
	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Agriculture.	Manufactures.	Literature.	Travels.	Biography.	Tales.	Teachers' Library.	No. of vols. read during the year.	No. of inhabitants reading.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
1	2	13	1	33	27	40	22	36	211	1	1017	122	9	1050	...	...	1	454	10	1504
2	12	3	6	39	54	101	68	126	366	14	N. R.		9	1079	2	310	2	1144	13	2533
3	26	8	7	70	84	187	82	177	361	7	136	134	19	2086	1	82	1	1401	21	3569
4	18	9	16	101	77	126	80	184	549	15	20	5	26	3676	3	1650	4	1788	33	7114
5	29	...	1	18	26	62	102	157	253	13	181	41	10	900	1	800	2	1063	13	2763
6	41	12	20	195	155	228	238	422	855	44	716	225	27	3478	2	180	8	3571	37	7229
7	24	20	5	111	94	117	106	179	475	36	508	27	23	2924	...	...	5	1747	28	4671
8	6	3	6	83	40	82	117	107	608	19	1455	513	69	6567	1	200	9	1521	79	8288
9	104	34	15	289	238	850	548	729	2123	61	7125	1269	56	7000	30	5500	13	7441	99	19941
10	33	22	5	125	95	221	181	188	739	14	786	217	14	1337	3	856	10	2531	27	4718
11	22	1	2	49	31	52	51	97	191	4	...	...	30	3683	3	950	3	810	36	5443
12	...	...	...	...	...	...	...	...	...	...	...	...	25	4153	2	580	...	...	27	4741
13	36	14	7	93	90	169	111	198	278	17	273	111	11	1050	4	302	2	1556	17	2915
14	29	12	9	110	105	278	127	254	593	32	1482	522	38	3943	2	900	2	2192	42	7035
15	96	18	16	232	230	434	306	595	1458	65	1593	1096	22	3500	1	790	9	5142	32	9343
16	139	68	30	341	410	751	569	787	2944	69	1163	706	78	9471	5	2580	8	8231	91	20313
17	18	9	6	76	84	197	159	207	1017	23	756	284	33	4612	3	450	5	2410	41	6873
18	95	13	12	216	262	436	442	844	1834	34	1228	122	29	3150	4	750	17	6585	50	10418
19	8	1	4	31	9	30	16	47	87	8	2515	687	17	2270	3	360	3	335	23	2963
20	88	40	25	413	228	791	530	744	1360	100	3102	469	34	4313	6	2000	12	6830	52	14045
21	286	94	96	568	676	1474	1099	1558	3911	131	10465	2398	60	10452	23	5045	17	14455	100	30550
22	116	67	26	421	372	874	526	841	2372	46	5784	1685	39	6144	3	680	4	8019	46	14843
23	76	44	24	215	282	450	389	547	1016	50	674	149	22	4992	5	1260	11	4992	38	11161
24	21	11	4	95	72	73	57	149	267	12	1090	154	33	7630	11	3126	2	1124	46	11795
25	44	29	16	152	172	291	234	393	903	36	3676	...	40	5803	9	2363	9	3224	58	11398
26	17	4	4	23	14	91	118	73	166	3	545	198	35	6382	3	2275	2	785	40	9446
27	83	38	11	214	249	594	294	492	791	33	1495	201	31	5427	2	480	4	3675	37	9583
28	17	10	2	79	112	184	122	146	538	20	863	349	37	5500	3	1516	4	1697	44	8713
29	71	40	14	188	284	742	308	791	1315	76	3281	913	46	4908	3	2370	4	5230	53	12517
30	6	9	7	56	45	146	91	121	258	7	132	50	56	6831	5	1200	2	1240	63	9271
31	138	71	43	511	487	911	684	1073	2746	66	6041	1465	88	10904	4	660	11	9427	103	20991
32	28	7	14	143	89	224	173	312	954	82	987	52	17	2382	3	686	8	2748	28	5817
33	39	14	13	140	95	241	325	375	994	46	4114	698	47	6361	10	2607	17	3487	74	12455
34	48	12	12	153	122	208	241	273	1109	32	120	115	14	1494	12	1540	6	3021	32	6055
35	55	27	17	151	189	336	261	369	857	30	920	191	34	4141	15	1788	8	3587	57	9516
36	87	41	21	309	210	587	491	773	2642	68	3080	560	29	3073	15	2052	14	7125	58	12257
37	4	9	...	29	5	20	29	45	99	8	160	86	11	664	...	...	3	357	14	1021
38	97	46	53	322	280	513	493	761	1228	47	2456	893	55	7254	12	4692	12	5810	79	17756
39	67	30	14	77	103	291	142	295	597	52	581	59	54	5503	8	1203	6	2761	68	9477
40	147	88	44	368	264	392	579	663	1442	70	4079	416	33	3948	6	1450	12	6129	51	11597
41	48	20	17	152	173	351	279	344	1031	38	2125	639	18	1972	8	1390	10	3644	36	7006
42	34	17	8	91	97	206	189	225	551	24	150	40	11	3350	10	1040	3	2165	24	6559
	2338	1039	659	7083	6731	14145	11015	16688	42088	1558	...	...	1389	184757	246	60102	285	151518	1920	396377
1	60	9	3	42	111	229	334	291	1221	4	11130	...	10	6000	5	7000	1	3252	16	16252
2	52	39	5	43	81	270	220	185	679	47	7025	...	9	4000	4	6129	1	2332	14	12461
3	42	9	2	12	116	281	161	303	473	23	4100	200	11	4000	2	2800	1	2080	14	8880
4	23	14	...	22	32	225	79	110	303	22	7028	11	4	2000	2	1850	1	1100	7	4950
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1500	...	...	1	1500
	177	71	10	119	340	1005	794	887	2676	98	...	...	34	16000	14	19279	4	8764	52	43903
1	...	...	...	...	...	...	...	...	...	...	...	...	5	1800	1	900	...	...	6	2700
2	...	...	...	...	...	...	...	...	...	...	...	...	7	3000	1	800	...	...	8	3800
3	...	...	...	...	...	...	...	...	...	...	...	...	7	2000	1	1000	...	...	8	3000
4	...	...	...	...	...	...	...	...	...	...	...	...	7	1800	2	800	...	...	9	2600
5	...	...	...	...	...	...	26	10	1	...	N. R.		1	275	1	500	1	75	3	850
6	7	6	3	19	66	139	73	116	112	18	2812	200	4	1800	1	800	1	877	6	3477
7	44	4	...	8	...	46	62	87	159	28	N. R.		3	750	1	700	1	739	5	2189
8	5	2	1	10	18	40	30	40	73	6	804	70	4	600	N. R.		1	378	5	978
9	...	...	...	...	...	...	...	...	...	...	...	...	7	3000	1	1000	...	...	8	4000
10	6	1	...	9	39	49	18	11	12	1	...	364	7	1400	1	953	1	280	9	2633
11	...	...	...	...	...	...	...	...	...	...	...	...	5	1000	1	800	...	...	6	1800
12	...	...	...	...	...	...	...	...	...	...	...	...	6	3000	1	1560	...	...	7	4560

PART II.—Table N.—(*Continued.*) THE FREE PUBLIC LIBRARIES

	TOWNS, TOWN MUNICIPALITIES, AND VILLAGES.	THE FREE PUBLIC LIBRARIES SUPPLIED												
		MONEYS.					No. of Libraries exclusive of sub-divisions.	VOLUMES						
		Amount of Local Appropriation for 1858.	Amount of Legislative apportionment for 1858.	Value of Books sent in 1858.	Value of Books sent in former Years.	Total Value of Books sent.		Total No. of Volumes in Libraries.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.
	Towns—Continued.	$ c.	$ c.	$ c.	$ c.	$ c.								
13	Lindsay	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
14	Milton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
15	Niagara	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
16	Oakville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
17	Owen Sound	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
18	Paris	.....	.....	.....	160 00	160 00	1	296	50	36	7	20	6	9
19	Perth	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
20	Peterborough	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
21	Picton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
22	Port Hope	.....	.....	.....	200 00	200 00	1	317	31	19	2	20	3	1
23	Prescott	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
24	Sandwich	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
25	Sarnia	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
26	St. Catharine's	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
27	Whitby	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
28	Windsor	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
	Total	230 21	230 21	460 42	1260 00	1720 42	7	2902	621	251	50	143	53	36
	Town Municipalities.													
1	Amherstburgh	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
2	Barrie	.....	.....	.....	200 00	200 00	1	266	66	21	8	17	5	2
3	Clifton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
4	Simcoe	.....	.....	.....	650 00	650 00	1	761	186	44	10	24	11	5
5	Woodstock	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
	Total	.....	.....	.....	850 00	850 00	2	1027	252	65	18	41	16	7
	Incorporated Villages.													
1	Berlin	.....	.....	.....	199 50	199 50	1	325	54	29	2	12	4	3
2	Bradford	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
3	Brampton	.....	.....	.....	200 00	200 00	1	413	92	21	2	10	14	6
4	Caledonia	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
5	Chippewa	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
6	Clinton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
7	Elora	.....	.....	.....	482 00	482 00	1	761	242	31	19	26	27	14
8	Fergus	5 40	5 40	10 80	.....	10 80	1	27	...	1	...	1	...	...
9	Fort Erie	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
10	Ingersoll	.....	.....	.....	405 30	405 30	1	696	129	46	8	29	19	5
11	Iroquois	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
12	Kemptville	100 00	100 00	200 00	.....	200 00	1	246	45	7	...	1	4	4
13	Kincardine	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
14	Mitchell	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
15	Napanee	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
16	New Hamburg	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
17	Newcastle	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
18	Newmarket	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
19	Oshawa	.....	.....	.....	400 00	400 00	1	627	105	43	5	19	19	8
20	Preston	20 10	20 10	40 20	230 00	270 20	1	369	59	36	4	16	28	3
21	St. Mary's	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
22	St. Thomas	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
23	Smith's Falls	.....	.....	.....	413 13	413 13	1	643	118	46	8	22	22	12
24	Stratford	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
25	Streetsville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
26	Thorold	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
27	Trenton	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
28	Vienna	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
29	Waterloo	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
30	Yorkville	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
	Total	125 50	125 50	251 00	2329 93	2580 93	9	4107	844	260	48	126	137	55
	Total for 1858	1991 49½	1991 49½	3982 99	84729 77	88712 76	307	167765	29400	12098	2174	4819	3749	1400
	Total for 1857	8100 46	8100 46	16200 92	.....	84729 77	276	160178	27833	11624	2088	4667	3646	1339
	Increase	.....	.....	.....	.....	3982 99	31	7587	1567	474	86	152	103	61
	Decrease	6108 96½	6108 96½	12217 93	.....	.....	...	...	...	...	...	...	...	...

OF UPPER CANADA, 1858. PART II.—Table N.—(*Continued.*)

BY THE EDUCATIONAL DEPARTMENT.

	SENT OUT.										MISCELLANEOUS.		Sunday School Libraries.		Other Public Libraries.		Common School Libraries as per foregoing columns.		Total School and Public Libraries in Upper Canada.	
	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Agriculture.	Manufactures.	Literature.	Travels.	Biography.	Tales.	Teachers Library.	No. of vols. read during the year.	No. of inhabitants reading.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	...	...	...	...	...	2	800	1	453	...	...	3	1253
15	...	...	...	...	...	...	...	...	...	...	...	...	4	3000	1	1000	...	...	5	4000
16	...	...	...	...	...	...	...	...	...	...	...	...	3	450	1	826	...	...	4	1276
17	...	...	...	...	...	...	...	...	...	...	...	...	7	700	1	600	...	...	8	1300
18	3	2	2	5	36	17	32	37	30	4	200	47	6	1500	1	1000	1	296	8	2796
19	...	...	...	...	...	...	...	...	...	...	...	...	5	1000	1	700	...	...	6	1700
20	...	...	...	...	...	...	...	...	...	...	...	...	3	1400	1	800	...	...	4	2200
21	...	...	...	...	...	...	...	...	...	...	...	...	3	900	3	700	...	...	6	1600
22	2	1	...	4	9	42	27	85	56	15	1000	127	4	800	3	780	1	317	8	1897
23	...	...	...	...	...	...	...	...	...	...	...	...	5	600	1	100	...	...	6	700
24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	...	...	...	...	...	...	...	...	...	...	...	...	3	600	1	200	...	...	4	800
26	...	...	...	...	...	...	...	...	...	...	...	...	1	130	1	1200	...	...	2	1330
27	...	...	...	...	...	...	...	...	...	...	...	...	3	1200	1	600	...	...	4	1800
28	...	...	...	...	...	...	...	...	...	...	...	...	2	N.R.	1	350	...	...	3	350
	67	16	6	55	168	333	262	386	443	72	...	...	114	33505	30	19122	7	2962	151	55589
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	2	6	...	...	18	44	8	18	51	...	N.	R.	3	500	1	150	1	266	5	916
3	...	...	...	...	...	...	...	...	...	...	...	...	1	300	1	180	...	...	2	480
4	8	4	2	17	15	163	92	81	92	7	2353	219	6	1600	1	260	1	761	8	2621
5	...	...	...	...	...	...	...	...	...	...	...	...	7	2200	1	1500	...	...	8	3700
	10	10	2	17	33	207	100	99	143	7	...	...	17	4600	4	2090	2	1027	23	7717
1	4	2	1	26	33	49	15	9	78	4	1300	N.R.	4	500	1	530	1	325	6	1355
2	...	...	...	...	...	...	...	...	...	...	700	500	3	400	1	120	...	...	4	520
3	6	4	2	14	16	37	24	24	137	4	600	100	4	600	1	220	1	413	6	1233
4	...	...	...	...	...	...	...	...	...	...	...	...	4	600	1	120	...	...	5	720
5	...	...	...	...	...	...	...	...	...	...	...	...	4	892	...	...	...	...	4	892
6	...	...	...	...	...	...	...	...	...	...	...	...	2	300	2	400	...	...	4	700
7	19	3	...	23	36	73	100	59	75	14	665	149	...	...	...	...	1	761	1	761
8	1	...	...	...	...	...	1	...	23	...	640	83	3	1000	1	550	1	27	5	1577
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	87	...	...	1	87
10	6	8	2	17	41	101	59	84	134	8	2079	N.R.	4	900	...	...	1	696	5	1596
11	...	...	...	...	...	...	...	...	...	...	...	...	1	200	...	...	...	...	1	200
12	...	...	...	12	...	106	14	27	26	...	1036	128	4	750	...	...	1	246	5	996
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	...	...	...	...	...	2	310	1	384	...	...	3	694
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	800	...	...	1	800
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...	...	1	100	...	...	...	...	1	100
18	...	...	...	...	...	...	...	...	...	...	...	...	5	517	2	460	...	...	7	977
19	9	14	1	8	23	110	22	60	172	9	...	...	2	1000	1	650	1	627	4	2277
20	6	1	...	5	28	111	17	11	32	8	412	65	...	...	1	400	1	369	2	769
21	...	...	...	...	...	...	...	...	...	...	...	...	4	600	1	600	...	...	5	1200
22	...	...	...	...	...	...	...	...	...	...	...	...	4	1220	1	900	...	...	5	2120
23	31	18	3	11	22	82	45	78	114	11	3224	62	3	1000	1	1000	1	643	5	2643
24	...	...	...	...	...	...	...	...	...	...	...	...	3	1000	1	800	...	...	4	2000
25	...	...	...	...	...	...	...	...	...	...	...	...	3	400	1	400	...	...	4	1000
26	...	...	...	...	...	...	...	...	...	...	...	...	3	1200	1	400	...	...	4	1600
27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	300	...	...	1	300
28	...	...	...	...	...	...	...	...	...	...	...	...	3	600	1	275	...	...	4	875
29	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	...	...	...	...	...	...	...	...	...	...	...	...	3	1138	1	650	...	...	4	1788
	82	50	9	116	199	669	297	352	791	62	...	...	69	15627	23	10046	9	4107	101	29780
	2674	1183	687	7390	7476	16350	12478	18406	45654	1799	...	...	1623	254489	317	110639	307	167765	2247	532893
	2462	1156	655	7204	7407	15646	11635	17662	43409	1715	...	...	1534	234348	266	97008	276	160178	2076	491534
	212	27	2	186	69	715	843	744	2245	84	...	...	89	20141	55	13631	31	*7587	171	41359
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Not including Prize Books sent out, for which see next Table.

Table O. THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS									
	MONEYS.			MAPS						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
	$ Cts.	$ Cts.	$ Cts.						
Stormont:									
Cornwall Grammar School	10 00	10 00	20 00	...	...	...	...	...	...
Dundas:									
Williamsburgh, No. 3	6 00	6 00	12 00	1	1	...	...	...	1
Winchester, No. 15	6 00	6 00	12 00	...	1	...	...	1	1
Prescott:									
Longueuil, No. 10	23 75	23 75	47 50	...	...	...	...	...	...
Plantagenet South, No. 6	8 00	8 00	16 00	1	1	...	...	...	1
Carleton:									
Fitzroy, No. 1	20 00	20 00	40 00	...	...	...	...	...	...
Do No. 6	14 00	14 00	28 00	...	1	1	1	1	1
Gloucester, No. 2	5 00	5 00	10 00	1	1	...	...	1	...
Do No. 11	5 00	5 00	10 00	...	...	1	...	...	...
Goulbourn, No. 2	6 00	6 00	12 00	1	...	...	...	...	...
Nepean, No. 4	5 00	5 00	10 00	...	...	...	...	...	...
Osgoode, No. 4	5 00	5 00	10 00	1	1	...	...	...	1
Do No. 12	19 00	19 00	38 00	...	1	1	...	1	1
Do No. 13	10 50	10 50	21 00	...	...	...	...	...	...
Torbolton, No. 1	19 00	19 00	38 00	...	1	1	1	1	1
Grenville:									
Oxford, No. 12	10 00	10 00	20 00	...	1	...	...	...	1
Wolford, No. 2	10 12½	10 12½	20 25	1	...	1	1	1	...
Leeds:									
Elizabethtown, No. 16	5 00	5 00	10 00	...	1	...	...	...	1
Kitley, No. 13	5 00	5 00	10 00	1	...	...	...	...	1
Do No. 15	5 00	5 00	10 00	1	...	...	...	...	1
Lansdowne, No. 16	11 00	11 00	22 00	...	1	1	1	1	1
Lanark:									
Bathurst and Burgess, S. Nos. 1 & 5, U. S. S.	7 50	7 50	15 00	...	1	1	1	1	1
Do do South (Municipality)	21 00	21 00	42 00	...	...	...	...	...	14
Pakenham, No. 2	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 4	10 00	10 00	20 00	...	...	...	...	...	...
Ramsay, Township	31 00	31 00	62 00	...	...	...	...	...	...
Renfrew:									
Admaston, No. 1	20 34	20 34	40 68	1	1	1	1	1	1
Do No. 2	17 83	17 83	35 66	...	1	...	...	...	1
Do No. 5	20 33	20 33	40 66	1	1	1	1	1	1
Bagot, No. 1	6 08	6 08	12 16	...	...	...	...	...	1
Do No. 3	5 00	5 00	10 00	1	...	...	...	1	1
MacNab, No. 1	13 00	13 00	26 00	...	1	1	1	1	1
Do No. 6	17 00	17 00	34 00	...	1	1	1	1	1
Pembroke, No. 1	15 00	15 00	30 00	...	1	1	1	1	1
Ross, No. 7	20 00	20 00	40 00	1	1	1	1	1	1
Westmeath, No. 1	5 00	5 00	10 00	...	...	...	...	...	...
Frontenac:									
Kingston, No. 13	11 34	11 34	22 68	...	1	1	...	...	1
Loughborough, No. 3	8 00	8 00	16 00	...	...	...	...	...	...
Addington:									
Ernestown, No. 16	5 00	5 00	10 00	...	1	...	...	1	1
Sheffield, No. 5	6 00	6 00	12 00	1	...	...	...	1	...
Lennox:									
Fredericksburgh, No. 15	6 25	6 25	12 50	1	1	1	1	1	...
Do North, No. 20	5 00	5 00	10 00	...	...	...	...	...	1
Richmond, No. 13	5 00	5 00	10 00	...	1	1	...	1	1
Prince Edward:									
Ameliasburgh, No. 6	13 00	13 00	26 00	1	1	...	...	...	1
Do No. 11	7 12½	7 12½	14 25	...	1	1	1	...	...
Athol, No. 2	10 00	10 00	20 00	...	...	...	...	...	1
Hallowell and Hillier, Nos. 16 & 14, U. S. S.	12 44	12 44	24 88	1	1	1	1	1	1
Hillier, No. 8	14 00	14 00	28 00	1	1	1	1	1	1
Do No. 10	9 00	9 00	18 00	1	1	1	1	1	1
Marysburgh, No. 13	10 00	10 00	20 00	1	1	1	1	1	1
Hastings:									
Huntingdon, No. 9	13 33	13 33	26 66	...	1	...	...	...	1
Rawdon, No. 10	5 00	5 00	10 00	...	...	...	...	...	...
Thurlow, No. 9	12 00	12 00	24 00	...	...	...	...	...	...
Tyendinaga, No. 26	5 00	5 00	10 00	...	...	...	...	...	...
Northumberland:									
Brighton, No. 1	13 00	13 00	26 00	1	1	1	1	1	1
Do. No. 25	5 00	5 00	10 00	1	1	...	...	...	1
Haldimand, No. 10	6 00	6 00	12 00	...	1	1	...	...	1

OF UPPER CANADA, 1858. Table Q.

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

MAPS, &c., OF—				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Telluriums and Lunarians.	Numeral Frames.	Geometrical Forms and Solids. (Pieces.)	Other School Apparatus. (Pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38	...
...	...	...	...	1	...	...	...	1	...	...	...	1	...	2	...	15	6	...	1
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	15	19	...	...
...	...	...	...	1	...	...	...	...	...	...	...	162	...	...	...	16	21	...	...
3	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	3	36	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
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1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	33	15	59	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24	...
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...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	21	...	...	1
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
3	...	2	2	2	...	...	...	1	...	...	...	18	34	26	...	17	18	...	1
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	15	...	39	...
3	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	15	15	...	1
...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	15	2	...	1
1	2	1	...	1	...	...	...	...	...	...	...	1	...	...	33	24	19	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	19	...	...
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...	...	...	...	2	...	...	1	3	42	...	...	...	...	...	...	...	...	51	3
1	...	...	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	3
3	...	...	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	3
1	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	3
...	...	...	...	1	...	...	...	1	...	4	...	...	...	...	...	138	...	...	...
3	...	1	1	...	...	...	...	...	...	...	...	...	30	...	...	...	...	...	1
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38	1
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
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3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	1
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1	...	...	...	1	...	...	...	1	...	...	...	...	...	...	33	27	4	...	1
3	...	2	...	...	...	...	...	1	...	...	...	...	...	...	...	15	...	...	1
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	33	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	15	4	...	1
1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	93	15	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42	...
...	...	...	...	1	...	...	1	...	...	...	...	24	30	12	...	...	2	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30	...
...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	39	15	19	...	1
...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	3	...	1

Table O.—(*Continued.*) THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Northumberland (Continued).	$ c.	$ c.	$ c.						
Haldimand, No. 17	17 00	17 00	34 00	1	1	1	1	1	1
Do No. 20	5 00	5 00	10 00	...	1	1	1	...	1
Monaghan, South, No. 1	11 18	11 18	22 36	...	1	1	1	...	1
Percy, No. 10	10 00	10 00	20 00	1	1	1	1	...	1
Seymour, No. 6	10 00	10 00	20 00	1	1	...	...	...	1
Do No. 7	18 62½	18 62½	37 25	1	1	1	1	1	1
Durham:									
Cavan, No. 11	19 00	19 00	38 00	1	1	1	1	1	1
Clarke, No. 2	5 00	5 00	10 00	1	1	...	...	...	1
Do No. 9	13 00	13 00	26 00	1	1	...	...	...	1
Do No. 10	6 00	6 00	12 00	1	1	1	...	...	1
Darlington, No. 3	20 37½	20 37½	40 75	1	1	1	1	1	1
Do No. 4	5 00	5 00	10 00	...	...	...	...	...	...
Hope, No. 2	8 00	8 00	16 00	...	1	1	1	1	1
Do No. 10	9 37½	9 37½	18 75	1	1	1	1	1	1
Do No. 12	8 00	8 00	16 00	...	1	1	1	1	1
Manvers, No. 1	8 75	8 75	17 50	1	1	1	1	...	1
Do No. 7	9 80	9 80	19 60	1	1	1	1	...	1
Peterborough:									
Asphodel Township	102 00	102 00	204 00	1	7	8	8	8	9
Belmont, No. 3	10 75	10 75	21 50	...	...	...	...	...	...
Otonabee, No. 5	7 00	7 00	14 00	...	1	1	1	1	...
Do No. 7	15 00	15 00	30 00	1	1	...	...	...	1
Do No. 12	7 00	7 00	14 00	...	1	1	...	...	1
Smith, No. 4	8 02	8 02	16 04	...	...	...	...	...	1
Do No. 5	6 00	6 00	12 00	1	1	...	...	...	1
Do No. 6	8 75	8 75	17 50	...	1	...	1	1	...
Victoria:									
Eldon, No. 5	10 00	10 00	20 00	...	...	...	...	...	1
Fenelon, No. 3	20 00	20 00	40 00	...	1	1	1	1	1
Do No. 4	16 00	16 00	32 00	...	1	1	1	1	1
Mariposa, No. 9	10 00	10 00	20 00	...	...	...	...	...	...
Ops, No. 8	13 25	13 25	26 50	1	1	...	...	1	...
Ontario:									
Brock, No. 4	8 00	8 00	16 00	...	1	1	1	1	1
Do No. 8	12 00	12 00	24 00	...	1	1	1	1	1
Do No. 12	12 00	12 00	24 00	...	1	1	1	1	1
Do No. 15	8 00	8 00	16 00	...	1	1	1	1	...
Pickering, No. 2	6 00	6 00	12 00	...	1	1	1	1	...
Do No. 7	5 11	5 11	10 22	...	...	...	...	...	...
Do No. 9	8 20	8 20	16 40	...	...	...	...	...	...
Do No. 11	10 00	10 00	20 00	...	...	...	...	...	...
Do No. 15	10 00	10 00	20 00	...	...	...	...	...	...
Reach, No. 11	5 00	5 00	10 00	1	1	1	...	1	1
Do No. 12	10 75	10 75	21 50	1	1	1	1	1	1
Scott, No. 4	12 56½	12 56½	25 13	...	1	1	1	1	1
Scugog, No. 1	5 00	5 00	10 00	...	...	...	...	...	...
Thorah, No. 4	10 00	10 00	20 00	...	...	...	...	...	...
Uxbridge, No. 2	8 06½	8 06½	16 13	1	1	1	1	1	...
Do No. 3	5 69	5 69	11 38	1	1	1	1	1	1
Do No. 7	5 32	5 32	10 64	1	1	1	...	1	...
Do No. 17	10 00	10 00	20 00	...	...	...	...	...	...
Do No. 20	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 21	5 00	5 00	10 00	...	...	...	...	...	...
York:									
Etobicoke, No. 1	11 50	11 50	23 00	...	...	...	...	...	...
Do No. 3	7 40	7 40	14 80	...	...	...	...	...	...
Do No. 8	5 77	5 77	11 54	...	...	...	...	...	...
Georgina, No. 1	5 87½	5 87½	11 75	1	...	...	...	...	1
Do No. 4	5 00	5 00	10 00	...	1	1	1	1	1
Gwillimbury East, No. 1	6 75	6 75	13 50	1	1	1	1	1	1
Do do No. 3	12 62	12 62	25 24	...	1	1	1	1	...
Do North, No. 1	10 25	10 25	20 50	1	1	1	1	2	...
King, No. 5	5 12½	5 12½	10 25	...	1	1	1	...	...
Do No. 6	15 69	15 69	31 38	1	1	...	...	...	1
Do No. 14	5 00	5 00	10 00	...	...	...	...	...	...
Markham Village	26 70½	26 70½	53 41	...	...	...	...	...	...
Do Grammar School	33 01½	33 01½	66 03	2	1	1	1	1	1
Do No. 2	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 5	13 25	13 25	26 50	1	1	1	1	1	...

OF UPPER CANADA, 1858. **Table O.—(*Continued.*)**

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids. (Pieces.)	Other School Apparatus. (Pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	Number of volumes of Prize Books.	Various Articles.
3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	12 12	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...	5	...	1
...	...	...	...	1	...	...	1	1	21	...	...	...	...	...	...	15	4	...	1
...	...	1	2	1	...	...	...	...	21	...	...	...	...	12	...	...	4	...	1
...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	15	...	...	1
...	...	1	1	1	...	...	...	...	...	5	...	...	...	...	93	6	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	19	20	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	2	...	1
1	...	1	3	2	...	...	1	...	21	...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	15	...	...	1
...	...	...	...	...	...	...	...	1	...	...	...	24	...	...	93	2	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	18	...	12	93	5	18	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	93	...	13	...	...
...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	93	15	22	...	1
1	14	...	13	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...	5
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...	2	...	9	...	...	...	...	...	...	...	...	...	...	...	...	15	...	65	...
...	...	...	8	...	...	...	...	...	...	...	...	...	...	...	...	21	19	...	1
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13
1	...	2	...	1	...	...	...	...	...	...	...	...	...	...	33	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	93	97	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	3	...	...	1
3	2	...	...	...	...	1	...	1	21	...	...	...	...	...	...	15	19	...	5
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	48	1
1	...	1	1	1	...	...	...	1	...	...	...	...	...	22	...	23	19	44	...
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...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	63	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	2
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	1
...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	1	45	1
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...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	95	...
...	...	1	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	23	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37	...
1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table O.—(*Continued.*) THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS									
	MONEYS.			MAPS						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
York—(Continued.)	$ Cts.	$ Cts.	$ Cts.						
Markham, No. 8	30 50	30 50	61 00	...	1	1	1	...	1
Do No. 14	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 16	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 22	5 50	5 50	11 00	...	1	1	1	1	...
Markham and Vaughan R. C. Sep. School	5 00	5 00	10 00	...	1	1	...	...	1
Richmond Hill Grammar School	29 17	29 17	58 34	...	1	1	1	1	1
Scarborough, No. 1	15 00	15 00	30 00	...	...	...	...	...	...
Toronto Grammar School	20 38½	20 38½	40 77	...	...	...	...	...	...
Vaughan, No. 8	5 05	5 05	10 10	...	...	...	...	...	...
Do No. 11	12 50	12 50	25 00	...	1	1	1	1	...
Do No. 13	5 62½	5 62½	11 25	...	...	...	...	2	...
Do No. 14	11 15	11 15	22 30	1	1	1	1	1	...
Weston Grammar School	11 00	6 00	12 00	...	...	...	...	...	...
Whitchurch, No. 2	5 69	5 69	11 38	...	1	1	1	...	...
Do No. 3	56 27½	56 27½	112 55	1	1	2	2	2	...
York, No. 1	18 31	18 31	36 62	...	...	1	1	...	...
Do No. 2	7 00	7 00	14 00	...	...	...	...	...	...
Do No. 9	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 12	5 00	5 00	10 00	...	1	1	1	...	...
Do No. 21	6 05	6 05	12 10	...	...	...	...	...	...
Peel:									
Albion, No. 5	5 15	5 15	10 30	...	...	...	...	...	...
Caledon, No. 6	5 00	5 00	10 00	...	1	1	...	1	1
Chinguacousy, No. 14	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 21	6 00	6 00	12 00	...	1	1	1	1	...
Peel, No. 7	6 00	6 00	12 00	...	...	...	...	...	...
Streetsville Grammar School	26 87½	26 87½	53 75	...	1	1	1	1	1
Toronto, No. 2	12 25	12 25	24 50	1	1	1	1	1	...
Do No. 8	7 87½	7 87½	15 75	...	...	...	...	...	...
Do No. 14	10 00	10 00	20 00	...	...	1	...	...	1
Do No. 15	5 00	5 00	10 00	...	...	...	...	...	...
Toronto Gore, No. 5	13 87½	13 87½	27 75	...	...	...	...	...	...
Toronto & Toronto Gore, Nos. 21 & 2, U. S. S.	7 36	7 36	14 72	...	...	...	...	...	1
Simcoe:									
Adjala, No. 6	10 50	10 50	21 00	1	1	1	1	1	1
Barrie Grammar School	58 69	58 69	117 38	...	...	...	...	...	...
Flos, No. 5	6 50	6 50	13 00	1	1	...	...	1	1
Gwillimbury West, No. 3	5 28	5 28	10 56	...	...	...	...	...	1
Do do No. 7	5 19	5 19	10 38	...	1	1	1	...	1
Do do No. 13	9 00	9 00	18 00	...	1	1	1	1	1
Mono, No. 6	10 10	10 10	20 20	...	1	1	1	1	1
Nottawasaga, No. 3	6 25	6 25	12 50	...	...	...	...	...	...
Tecumseth, No. 4	15 44	15 44	30 88	...	1	1	1	1	1
Do No. 9	8 00	8 00	16 00	...	...	...	...	...	...
Oro, No. 4	17 75	17 75	35 50	...	1	1	1	1	1
Do No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Vespra, No. 6	5 00	5 00	10 00	...	1	...	...	1	1
Halton:									
Esquesing, No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 7	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 8	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 9	8 00	8 00	16 00	...	1	1	1	1	1
Do No. 11	8 50	8 50	17 00	...	...	...	...	...	1
Do No. 12	6 00	6 00	12 00	...	...	...	...	...	...
Halton County	44 16	44 16	88 32	...	...	...	...	...	...
Milton Grammar School	2 50	2 50	5 00	...	...	...	...	...	...
Nelson, No. 4	5 50	5 50	11 00	...	1	...	...	1	1
Do No. 8	10 25	10 25	20 50	...	...	...	...	...	1
Do No. 11	5 00	5 00	10 00	...	1	...	...	1	1
Trafalgar, No. 1	10 04	10 04	20 08	1	...	...	...	...	...
Do No. 10	10 00	10 00	20 00	...	1	1	1	1	1
Do No. 12	15 12	15 12	30 24	...	...	1	1	1	1
Do No. 16	5 17½	5 17½	10 35	...	...	...	...	...	...
Oakville Grammar School	149 50	149 50	299 00	...	...	...	...	...	1
Wentworth:									
Ancaster, No. 7	32 00	32 00	64 00	1	1	1	2	1	1
Do No. 15	7 00	7 00	14 00	...	...	...	...	...	...
Beverley, No. 8	8 00	8 00	16 00	...	...	...	...	...	1
Do No. 12	12 63	12 63	25 26	...	...	...	...	...	1
Beverley and Ancaster, Nos. 2 & 13, U. S. S.	8 58	8 58	17 16	1	...	...	...	...	1

OF UPPER CANADA, 1858. **Table O.—(*Continued.*)**

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids (Pieces.)	Other School Apparatus (Pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
3	...	...	...	1	...	...	1	1	...	12	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28	...
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	4	...	...	1
...	12	...	...	...	...	...	...	1	...	2	...	...	...	...	...	...	...	130	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	75	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	72	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48	...
3	...	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
...	...	1	1	...	...	...	...	1	21	1	...	18	...	...	...	1	...	...	...
...	...	1	...	1	...	...	...	1	21	...	...	...	...	...	...	15	1	...	...
...	12	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	24	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	33	15	...	...	...
3	...	1	...	1	1	...	...	...	21	15	...	30	...	...	...	30	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	59	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	56	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21	3	...	...
1	...	...	1	...	...	...	...	...	...	...	...	46	...	26	...	15	6	...	1
...	...	...	...	1	...	...	...	...	...	...	...	18	34	...	33	113	18	...	...
...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	2	2	...	2	...	...	...	...	21	2	...	...	...	...	...	...	2	59	...
1	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	6	...	...
...	...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...	...	47	...
1	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	15	3	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	65	...
1	...	1	1	2	...	...	...	...	21	...	...	36	...	...	33	...	...	98	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	1
1	...	...	...	1	...	...	...	...	...	41	...	...	...	...	...	15	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	100	...
1	1	...	...	1	...	...	...	1	21	...	...	...	...	...	33	...	1	...	1
1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21	3	...	1
...	...	...	...	2	...	...	...	1	...	...	...	18	...	...	93	...	1	...	1
3	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	42	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
3	2	...	...	2	...	...	...	1	...	...	...	...	...	...	...	15	...	37	...
3	12	1	1	1	...	...	...	1	...	...	...	...	...	...	...	4	6	...	2
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36	...
...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	93	21	1	52	...
1	...	...	1	...	...	...	...	...	...	...	...	162	...	...	33	...	1	2	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47	...
...	...	...	64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	1
...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	93	31	6	49	...
...	...	...	...	1	...	...	...	...	...	...	...	18	...	...	...	...	...	...	1
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	33	...	...	...	1
...	...	2	3	2	...	...	...	...	...	...	...	...	...	26	...	...	...	...	...
...	...	...	8	1	...	...	...	1	...	43	1	...	...	26	...	223	...	...	3
3	2	2	...	2	...	...	...	...	21	...	...	...	...	...	...	15	19	...	2
...	...	...	1	...	...	...	...	...	22	3	...	...	...	...	...	71	19	26	...
...	...	...	...	1	...	1	...	1	...	1	...	...	...	...	33	...	...	...	1
...	...	...	1	1	...	...	1	...	...	...	...	...	...	...	...	15	...	40	13
...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	93	15	...	...	1
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Table O.—(*Continued.*) THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS										
	MONEYS.			MAPS							
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
	$ Cts.	$ Cts.	$ Cts.						
***Wentworth*—(Continued.)**									
Flamboro' West, No. 2	6 00	6 00	12 00	...	...	...	...	...	1
Do Do No. 4	16 00	16 00	32 00	...	1	1	1	1	1
Do Do No. 9	10 00	10 00	20 00	1	1	1	...	1	1
Glanford, No. 1	7 00	7 00	14 00	...	...	...	...	...	...
Saltfleet, No. 6	5 00	5 00	10 00	1	...	...	...	1	1
***Brant*:**									
Brantford, No. 2	10 00	10 00	20 00	...	...	...	...	...	...
Do No. 3	15 37½	15 37½	30 75	...	1	1	1	2	...
Burford, No. 13	5 00	5 00	10 00	...	...	...	...	...	1
Do No. 14	9 12½	9 12½	18 25	...	1	1	1	1	1
Burford, & Oxford E., Nos. 23 & 10, U. S. S.	17 00	17 00	34 00	...	1	1	1	1	...
Burford, No. 24	5 00	5 00	10 00	1	1	...	...	...	...
Dumfries South, No. 27	6 00	6 00	12 00	1	1	1	1	1	...
Onondaga, No. 3	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 6	16 00	16 00	32 00	...	...	...	...	...	...
Scotland United, Gram. and Com. School	7 39	7 39	14 78	...	1	1	1	1	...
***Lincoln*:**									
Beamsville	6 26	6 26	12 52	...	...	...	...	...	1
Caistor, No. 7	5 00	5 00	10 00	...	...	...	...	...	...
Gainsborough, No. 3	5 00	5 00	10 00	...	...	...	1	1	1
Grantham, No. 1	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 2	32 00	32 00	64 00	...	1	1	1	1	1
Do No. 5	8 00	8 00	16 00	...	...	...	...	...	...
Do No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Grimsby, Grammar School	21 25	21 25	42 50	...	...	...	...	...	...
Grimsby, No. 1	8 00	8 00	16 00	1	1	1	1	1	1
Do No. 2	5 00	5 00	10 00	...	...	...	...	...	...
Niagara, Grammar School	12 00	12 00	24 00	...	...	...	...	...	...
Niagara, No. 4	12 23	12 23	24 46	...	...	...	...	...	...
St. Catharine's, Grammar School	29 98	29 98	59 96	...	...	...	...	...	...
***Welland*:**									
Crowland, No. 1	10 00	10 00	20 00	...	1	1	1	1	1
Humberstone, No. 1	19 18½	19 18½	38 37	...	1	1	1	1	1
Do No. 7	13 25	13 25	26 50	...	1	1	1	1	1
Stamford, No. 6	11 95	11 95	23 90	...	1	1	1	1	1
Do No. 7	5 00	5 00	10 00	...	...	...	...	...	1
Do No. 10	5 00	5 00	10 00	...	...	...	...	...	1
Thorold, No. 6	8 00	8 00	16 00	...	1	1	1	...	1
Willoughby, No. 6	5 00	5 00	10 00	...	...	...	...	...	1
***Haldimand*:**									
Cayuga, North, No. 5	5 00	5 00	10 00	...	...	...	...	...	...
Moulton, No. 3	14 00	14 00	28 00	1	1	1	1	1	1
Moulton and Sherbrooke, No. 1, Union S. S.	5 00	5 00	10 00	...	...	...	...	...	...
Oneida, No. 3	7 12½	7 12½	14 25	...	1	1	1	1	...
Do No. 4	7 00	7 00	14 00	1	1	1	1	1	...
Rainham, No. 2	5 00	5 00	10 00	...	...	...	...	...	...
Seneca, No. 1	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 3	22 00	22 00	44 00	...	1	1	1	1	1
Do No. 12	7 00	7 00	14 00	...	1	1	1	1	1
Walpole, No. 1	10 00	10 00	20 00	1	1	1	...	...	1
Do No. 10	10 00	10 00	20 00	...	...	...	...	...	...
Do No. 15	6 00	6 00	12 00	...	1	1	1	1	...
Do No. 16	7 75	7 75	15 50	1	1	1	1	1	...
Do No. 19	12 00	12 00	24 00	1	1	1	...	1	1
***Norfolk*:**									
Charlotteville, No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Simcoe, Grammar School	34 47½	34 47½	68 95	1	1	1	1	1	1
Windham, No. 10	8 00	8 00	16 00	...	1	1	1	1	1
Woodhouse, No. 5	22 00	22 00	44 00	...	...	...	...	...	...
***Oxford*:**									
Blenheim, No. 1	7 00	7 00	14 00	...	..	...	...	...	...
Do No. 9	6 03	6 03	12 06	...	...	...	...	...	...
Do No. 10	18 00	18 00	36 00	1	1	1	1	1	...
Do No. 12	5 00	5 00	10 00	1	1	1	1	...	1
Do No. 24	18 00	18 00	36 00	...	...	...	...	...	...
Do No. 25	8 00	8 00	16 00	1	1	1	...	1	1
Dereham, No. 10	13 00	13 00	26 00	1	...	...	...	...	...
Norwich, South, No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Do do No. 7	20 80	20 80	41 60	...	1	1	1	1	1

OF UPPER CANADA, 1858. **Table O.—*(Continued.)***

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids (Pieces.)	Other School Apparatus (Pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
1			1											12		21	18		1
1			4																2
			1													15	15		1
																		41	1
			6											30				20	
			16						21										1
																		76	
3		2	1													15			1
																		48	1
																			1
																	1		1
1		1	3	1		1	1	1	21	1								45	
																			2
			4																
																		33	
																15		1	
3		2	2	2			1	1	21	2							20	25	
																		62	
		1		2						4								29	
																		16	
																15	3		
																		42	
																		21	
																		81	
																		59	
3		1	1													21	19		1
3	2	1														6	21		
																	3		
			3	1						1		30		30		25	19		1
			2	1												21	19		3
	2		1									30	30	30	60		18		1
		1														19	19		1
												30							2
3		1	1	1														81	
																			1
	2		4													15			
3			1												33	20			1
																4		55	
3	2	1	1	1			2	1	21	2					33			61	
			1													21			1
		1		2					21							15			1
																		61	
1				2													3		
1			1												33	15	14		
																15	18		1
1																		20	
4		2	4	1					21	1									2
																23	1		1
																		125	
																		70	
																		34	
			1	1				1		1		48				53		59	
																15	1		1
			9													15			1
						1													1
															33	15	22		
3		2		1										30	33	19	20		1

Table O.—(*Continued.*) THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS									
	MONEYS.			MAPS						
	Local Contributions.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Oxford—(Continued.)	$ Cts.	$ Cts.	$ Cts.						
Oxford East, No. 1	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 5	7 00	7 00	14 00	...	1	1	...	...	1
Zorra East, No. 1	23 94	23 94	47 88	1	1	1	1	1	1
Do No. 5	6 25	6 25	12 50	1	1	...	...	...	1
Do No. 6	12 00	12 00	24 00	...	1	1	1	1	1
Do No. 13	6 00	6 00	12 00	1	1	...	...	1	1
Waterloo:									
Berlin Grammar School	18 00	18 00	36 00	...	...	...	...	...	...
Dumfries North, No. 15	20 00	20 00	40 00	...	...	...	...	...	...
Do No. 18	5 00	5 00	10 00	1	1	...	...	...	1
Do No. 21	6 25	6 25	12 50	...	...	...	...	...	1
Do No. 25	6 00	6 00	12 00	...	...	1	1	...	...
Galt Grammar School	12 25	12 25	24 50	...	...	...	...	...	...
Waterloo, No. 7	10 00	10 00	20 00	...	...	...	...	...	...
Do No. 20	9 50	9 50	19 00	...	...	...	...	...	...
Wellesley, No. 2	8 00	8 00	16 00	1	...	...	...	...	1
Do No. 6	15 30	15 30	30 60	...	1	1	1	1	1
Do No. 11	7 25	7 25	14 50	...	...	...	...	...	...
Do No. 13	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 16	22 05	22 05	44 10	...	1	1	1	1	1
Wilmot, No. 1	5 00	5 00	10 00	...	...	...	...	...	1
Do No. 4	5 00	5 00	10 00	...	...	...	...	...	...
Do No 6	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 8	13 00	13 00	26 00	...	1	1	1	1	...
Woolwich, No. 1	10 00	10 00	20 00	...	...	...	...	...	...
Do No. 4	5 00	5 00	10 00	...	...	...	...	...	...
Wellington:									
Eramosa, No. 5	6 00	6 00	12 00	...	1	1	1	1	1
Do No. 6	12 00	12 00	24 00	...	1	1	1	1	...
Erin, No. 4	12 12½	12 12½	24 25	...	1	1	1	1	1
Do No. 6	10 75½	10 75½	21 51	...	...	...	...	...	...
Erin and Eramosa No. 13 Union S. S.	5 00	5 00	10 00	...	...	...	...	...	...
Garafraxa, No. 1	6 00	6 00	12 00	...	...	...	...	...	...
Do No. 2	11 50	11 50	23 00	1	1	1	1	1	...
Do No. 7	10 42	10 42	20 84	1	1	1	1	1	1
Do No. 10	12 00	12 00	24 00	...	1	1	1	1	1
Guelph, No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Guelph Grammar School	55 00	55 00	110 00	...	...	...	...	...	...
Maryborough, No. 9	5 00	5 00	10 00	1	1	...	...	...	1
Minto, No. 5	14 00	14 00	28 00	1	...	...	...	...	1
Peel, No. 5	5 00	5 00	10 00	...	...	...	...	...	...
Pilkington, No. 5	6 00	6 00	12 00	...	...	...	...	...	...
Grey:									
Collingwood and Nottawasaga No. 1 U. S. S.	8 03	8 03	16 06	1	1	1	...	1	1
Euphrasia, No. 5	5 00	5 00	10 00	1	1	1	...	...	...
Melancthon, No. 1	8 00	8 00	16 00	...	...	...	...	...	...
Osprey, No. 1	7 00	7 00	14 00	1	1	1	...	...	1
Owensound United Gram. and Com. School	12 00	12 00	24 00	...	...	...	...	...	...
St. Vincent, No. 6	11 00	11 00	22 00	1	1	1	1	1	1
Perth:									
Blanchard, No. 2	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 6	5 00	5 00	10 00	...	...	...	...	...	...
Downie Gore, No. 4	9 05	9 05	18 10	...	1	1	1	...	1
Easthope North, No. 2	7 71½	7 71½	15 43	...	...	...	...	...	...
Do do No 3	8 00	8 00	16 00	...	...	...	...	...	...
Do South, No. 4	8 25	8 25	16 50	...	1	...	...	...	1
Ellice, No. 8	5 12½	5 12½	10 25	1	...	...	...	...	1
Ellice and Downie No. 3 U. S. S.	5 00	5 00	10 00	...	1	1	1	1	1
Elma, No. 5	10 00	10 00	20 00	1	1	1	1	1	1
Do No. 6	10 00	10 00	20 00	...	1	1	1	1	1
Fullarton, No. 5	12 00	12 00	24 00	1	1	1	1	1	1
Do No. 6	5 24	5 24	10 48	1	...	...	...	1	...
Hibbert and Logan, No. 1, U. S. S.	8 00	8 00	16 00	...	...	1	1	1	...
Mornington, No. 1	6 19	6 19	12 38	...	...	...	...	...	...
Do No. 3	10 00	10 00	20 00	1	1	1	1	1	1
Huron:									
Ashfield, No. 1	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 4	8 00	8 00	16 00	1	1	...	...	1	1
Do No. 7	12 00	12 00	24 00	...	1	1	1	1	1
Biddulph, No. 1	15 50	15 50	31 00	1	1	1	1	1	1
Colborne, No. 5	6 00	6 00	12 00	...	...	...	...	1	...

OF UPPER CANADA, 1858. **Table O.**—*(Continued.)*

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Apparatus.	Globes.	Complete Sets of Apparatus.	Orreries.	Telluriums and Lunariums.	Numeral Frames.	Geometrical Forms and Solids (Pieces.)	Other School Apparatus (Pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48	...
3	12	1	3	1	...	...	...	...	22	...	...	...	...	...	...	15	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16	18	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37	...
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	127	...
...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	33	...	...	...	1
1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	33	28	11	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	84	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	72	...
3	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	15	8	...	...
3	2	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	58	...
3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	15	18	48	...
...	...	...	...	1	...	...	...	...	...	...	...	102	...	...	...	15	18	..	3
...	...	...	...	1	...	...	...	...	...	...	...	48	24	12	...	...	7	...	1
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	50	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	51	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	102	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	52	...
3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	15	3	...	1
3	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	84	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...
3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	29	...
3	2	1	...	...	...	...	...	1	...	1	...	18	...	...	33	...	4	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	...
...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	15	...	...	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	18	19	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	52	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	1	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	15	3	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	1
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50	...
...	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	15	18	54	...
...	...	...	11	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...
...	1	1	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	92	...
...	...	...	...	...	...	...	...	1	21	...	...	...	...	...	...	8	...	...	1
3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	15	19	...	1
3	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	16	4	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	30	...	...	20	...	...	1
...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	20	19	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	...	3	...	...
...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	33	16	18	...	2
...	...	...	4	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	33	21	9	59	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	...	1	1	...	...	...	1	...	...	...	...	...	...	...	22	19	...	1
1	...	...	...	1	...	...	...	...	...	...	...	18	...	...	...	30	19	...	1
2	2	2	...	1	...	...	...	...	...	...	...	...	...	...	...	15	23	...	1
...	...	...	...	...	...	...	...	...	...	...	...	20	...	...	...	23	26	...	...

Table O.—(*Continued.*) THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS									
	MONEYS.			MAPS						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Huron (Continued.)	$ c.	$ c.	$ c.						
Goderich, No. 10	5 00	5 00	10 00	...	...	...	...	...	...
Do Township	25 00	25 00	50 00	...	...	...	...	...	...
Grey, No. 3	5 25	5 25	10 50	...	...	...	...	...	1
Do No. 7	5 00	5 00	10 00	1	...	...	...	...	1
Hay, No. 7	13 20	13 20	26 40	1	1	1	1	1	1
Howick, No. 5	5 00	5 00	10 00	1	...	...	...	1	1
Hullett, No. 2	9 00	9 00	18 00	...	...	...	...	...	...
Do No. 3	5 00	5 00	10 00	...	...	...	...	...	...
McGillivray, No. 2	15 00	15 00	30 00	...	1	1	1	1	...
Do No. 3	10 00	10 00	20 00	...	...	...	...	...	...
Stanley, No. 2	8 00	8 00	16 00	...	...	...	...	...	...
Do No. 8	11 39	11 39	22 78	1	1	1	1	1	...
Stephen, No. 1	10 00	10 00	20 00	...	...	...	...	...	...
Tuckersmith, No. 6	16 00	16 00	32 00	...	1	1	1	1	...
Do No. 7	34 00	34 00	68 00	1	...	1	...	2	...
Usborne No. 7	11 25	11 25	22 50	1	1	1	1	1	1
Do No. 9	13 00	13 00	26 00	1	1	1	1	1	1
Wawanosh, No. 1	6 00	6 00	12 00	...	1	1	1	1	...
Do No. 5	5 00	5 00	10 00	...	...	...	...	...	...
Bruce.									
Culross, No. 4	6 00	6 00	12 00	...	...	...	...	...	1
Huron, No. 4	5 00	5 00	10 00	1	1	...	...	...	1
Kincardine, No. 1	40 00	40 00	80 00	1	1	1	1	2	1
Saugeen, No. 1	5 25	5 25	10 50	1	...	...	...	...	...
Do No. 3	12 00	12 00	24 00	...	...	...	...	...	...
Middlesex:									
Ekfrid, No. 1	10 00	10 00	20 00	...	1	1	1	1	1
Do No. 2	12 00	12 00	24 00	...	1	1	1	1	...
Do No. 4	15 00	15 00	30 00	...	...	...	...	...	...
Do No. 6	10 00	10 00	20 00	...	1	1	1	1	1
Do No. 7	10 00	10 00	20 00	...	1	1	1	1	1
Do No. 8	10 00	10 00	20 00	...	...	...	...	...	1
Lobo, No. 8	12 00	12 00	24 00	...	1	1	1	1	1
London, No. 17	5 00	5 00	10 00	...	...	...	...	...	...
Mosa, No. 11	19 00	19 00	38 00	1	1	1	1	1	1
Nissouri West, No. 14	5 00	5 00	10 00	1	1	1	...	1	1
Westminster, No. 4	5 00	5 00	10 00	...	...	...	...	...	...
Do No. 7	22 75	22 75	45 50	...	...	...	...	...	...
Elgin:									
Aldboro', No. 6	20 00	20 00	40 00	1	1	1	1	1	...
Do No. 7	20 00	20 00	40 00	1	1	1	1	1	1
Do No. 8	20 00	20 00	40 00	...	1	1	1	1	1
Southwold, No. 8	10 00	10 00	20 00	1	1	1	1	1	1
Southwold and Dunwich, No. 11, U. S. S.	31 00	31 00	62 00	...	1	1	1	1	1
Yarmouth, No. 1	26 00	26 00	52 00	1	1	1	1	1	1
Yarmouth & Dorchester, S. Nos. 2 & 4 U. S. S.	15 00	15 00	30 00	1	1	1	1	1	1
Kent:									
Chatham Grammar School	*45 00	45 00	90 00	...	...	...	...	...	...
Do No. 1	10 00	10 00	20 00	...	...	...	...	...	...
Dover East, No. 11	15 00	15 00	30 00	1	1	1	1	1	...
Harwich, No. 5	8 50	8 50	17 00	...	...	...	...	...	...
Howard, No. 8	12 00	12 00	24 00	...	1	1	1	1	...
Raleigh, No. 8	5 00	5 00	10 00	...	...	...	...	...	...
Romney, No. 3	5 00	5 00	10 00	1	1	...	...	1	...
Lambton:									
Bosanquet, No. 3	11 00	11 00	22 00	1	1	1	1	1	1
Do No. 7	5 00	5 00	10 00	1	1	...	...	...	1
Do No. 8	10 00	10 00	20 00	1	1	1	...	1	1
Bosanquet and Warwick, Nos. 1 & 9 U. S. S.	20 00	20 00	40 00	...	1	1	1	1	1
Dawn, No. 4	5 25	5 25	10 50	...	...	...	...	...	...
Do. No. 10	5 00	5 00	10 00	1	...	...	...	1	1
Plympton, No. 1	16 87½	16 87½	33 75	1	1	1	1	1	1
Do No. 5	12 50	12 50	25 00	...	1	1	1	1	...
Do No. 8	7 00	7 00	14 00	...	...	...	...	...	...
Essex:									
Colchester and Gosfield, No. 1, U. S. S.	20 00	20 00	40 00	...	1	1	...	1	1
Gosfield, No. 2	15 00	15 00	30 00	1	1	1	1	1	...
Do No. 5	9 20	9 20	18 40	...	...	...	...	...	1

* $10 of this sum were received in 1857, but the transaction was not completed till 1858. The $10 were included in the item "Sales at Depository," in the account on page 138 of the Report for 1857.

OF UPPER CANADA, 1858. **Table O.—(*Continued.*)**

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids (Pieces.)	Other School Apparatus (Pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	...
1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	101	...
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	1
1	...	...	...	...	...	...	...	...	...	...	...	18	...	30	...	15	...	...	1
...	...	1	...	...	...	...	...	...	...	...	...	18	...	...	...	29	19	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	72	...
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37	...
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	15	...	63	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	60	21	...	92	...
3	2	1	6	...	...	...	...	...	...	6	...	...	...	...	...	...	3	8	1
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	50	...
...	...	...	1	...	...	...	...	...	...	...	...	162	...	...	93	...	...	38	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	1
...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	33	15	6	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21	23	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	56	...
3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1	...	...
...	...	1	6	2	...	...	1	1	1	21	...	...	...	...	...	15	...	...	...
...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	33	...	...	38	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	110	...
3	...	1	1	...	...	...	...	...	...	...	...	...	...	...	33	...	3	...	1
3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	2	1	2	...	...	1	1	...	1	...	162	...	30	33	24	...	65	...
3	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...
4	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	15	19	...	1
3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	25	19	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	1	2	...	...	...	...	...	...	...	...	162	...	...	...	15	19	30	3
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	1
...	...	...	...	1	...	...	1	1	1	21	2	...	...	...	...	...	...	36	...
...	...	2	7	...	...	...	...	...	1	...	...	...	...	...	...	...	3	52	...
...	...	2	7	1	...	...	...	...	1	...	...	...	...	...	33	18	21	...	5
...	...	1	8	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	2
...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
3	...	3	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	3	1	...	...	...	...	21	...	...	...	...	...	...	16	20	...	6
...	...	1	1	1	...	...	...	1	21	1	...	...	...	...	33	...	3	...	1
...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	82	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	61	...
3	2	1	...	1	...	...	...	...	...	...	...	18	...	22	...	18	19	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	89	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	...
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
3	2	1	5	2	...	...	...	1	21	2	...	...	...	...	...	15	15	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	93	118	1	...	6
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	33	15	...	...	...
3	2	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	20	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42	...
...	2	...	3	2	...	...	...	1	21	...	...	162	...	...	93	31	21	...	1
1	...	...	1	...	...	...	...	...	...	...	...	162	...	...	93	15	...	...	...
1	...	...	1	...	...	...	...	...	...	...	...	162	...	...	93	15	16	...	1

Table O.—*(Continued.)* THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS AND PRIZE BOOKS									
	MONEYS.			MAPS						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Essex (Continued).	$ c.	$ c.	$ c.						
Malden, No. 6	10 00	10 00	20 00	...	1	1	1	1	1
Mersea, No. 1	6 00	6 00	12 00	...	...	...	...	...	...
Rochester and Maidstone, Nos. 1 & 2 U. S. S.	7 00	7 00	14 00	1	1	...	...	...	1
Cities:									
Hamilton Central School	6 50	6 50	13 00	...	...	...	...	...	...
Do Roman Catholic Sep. Schools	10 59	10 59	21 18	...	1	1	1	1	2
Ottawa Common School	.....	.....	.....	...	...	...	...	...	...
Toronto City Schools	36 90½	36 90½	73 81	1	...	...	...	1	3
Do Normal and Model Schools	571 32	571 32	1142 64	1	3	3	2	2	2
Do Model Grammar School	50 56½	50 56½	101 13	1	1	1	1	1	1
Do Provincial Lunatic Asylum	32 06½	32 06½	64 13	1	...	...	...	...	1
Do Roman Catholic Sep. Schools	5 94	5 94	11 88	...	1	1	1	1	...
Towns:									
Bowmanville	50 87½	50 87½	101 75	...	...	...	...	...	...
Chatham	33 00	33 00	66 00	...	...	...	...	...	...
Cobourg	45 62½	45 62½	91 25	2	...	...	...	...	4
Collingwood	52 54	52 54	105 08	1	1	1	1	2	...
Dundas Roman Catholic Sep. School	10 69	10 69	21 38	2	1	1	1	1	...
Galt	12 01½	12 01½	24 03	...	1	1	...	...	1
Guelph	5 95	5 95	11 90	...	1	1	1	1	1
Do Roman Catholic Sep. School	8 56½	8 56½	17 13	...	...	...	...	...	1
Goderich	20 00	20 00	40 00	...	...	...	...	...	...
Milton	26 25	26 25	52 50	...	...	...	...	...	...
Niagara	11 80	11 80	23 60	...	...	...	...	...	...
Paris	6 12½	6 12½	12 25	...	...	...	...	...	...
Do Roman Catholic Sep. School	17 00	17 00	34 00	...	1	1	1	1	...
Picton United Grammar and Com. School	95 00	95 00	190 00	1	1	1	1	2	1
Port Hope	20 00	20 00	40 00	...	...	...	...	...	...
Sarnia	13 32	13 32	26 64	...	...	...	...	...	...
St. Catharine's	5 00	5 00	10 00	...	...	...	...	...	...
Whitby	20 00	20 00	40 00	...	...	...	...	...	...
Windsor	5 00	5 00	10 00	...	...	...	...	...	...
Town Municipalities:									
Amherstburgh	13 30	13 30	26 60	...	1	...	...	...	1
Do Roman Catholic Sep. School	9 00	9 00	18 00	2	...	...	...	...	...
Barrie	30 65	30 65	61 30	...	2	2	2	1	2
Do Roman Catholic Sep. School	7 62½	7 62½	15 25	...	...	1	...	...	...
Clifton	29 07	29 07	58 14	...	1	1	...	1	1
Woodstock	15 00	15 00	30 00	...	2	2	2	2	...
Villages:									
Bradford	13 00	13 00	26 00	...	...	...	...	...	...
Caledonia	35 10	35 10	70 20	...	...	...	...	...	...
Clinton	5 00	5 00	10 00	...	...	...	...	...	...
Elora	52 00	52 00	104 00	1	...	...	...	...	...
Fergus	24 00	24 00	48 00	...	2	2	2	2	...
Kemptville	6 00	6 00	12 00	...	...	...	...	...	...
Mitchell	10 00	10 00	20 00	...	...	...	...	...	...
New Hamburg	12 50	12 50	25 00	...	...	...	...	...	...
Newmarket	9 50	9 50	19 00	...	...	...	...	...	...
Do Roman Catholic Sep. School	5 00	5 00	10 00	...	1	1	1	1	...
St. Mary's	11 00	11 00	22 00	...	1	1	1	1	...
St. Thomas	31 64	31 64	63 28	...	...	...	...	...	...
Thorold Roman Catholic Sep. School	6 00	6 00	12 00	...	...	1	...	...	...
Waterloo	40 12½	40 12½	80 25	...	...	...	...	...	1
Total for 1858	5905 14	5905 14	11810 28	131	227	203	177	201	234
Total for 1857	9059 14	9059 14	18118 28	245	437	353	316	376	421
Increase	.....	.....	.....	...	...	...	...	...	...
Decrease	3154 00	3154 00	6308 00	114	210	150	139	175	187
RECAPITULATION.									
Total for 1855	2327 76½	2327 76½	4655 53	135	142	108	94	106	116
Total for 1856	4660 43½	4660 43½	9320 87	136	266	201	185	222	277
Total for 1857	9059 14	9059 14	18118 28	245	437	353	316	376	421
Total for 1858	5905 14	5905 14	11810 28	131	227	203	177	201	234
Grand total for four years	21952 48	21952 48	43904 96	647	1072	865	772	905	1048

OF UPPER CANADA, 1858. **Table O.—(*Continued.*)**

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF—				APPARATUS.									SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geometrical Forms and Solids (Pieces.)	Other School Apparatus (Pieces.)	Meteorological Apparatus.		Natural History and Phenomena.	Scripture History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
3	2	1	...	..	...	...	...	...	...	...	...		...	...	...	...	...	19	...	...
...	...	...	1	...	...	...	...	...	...	...	...		...	...	...	...	...	..	54	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	18	6	...	...
...	...	...	5	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
1	...	...	...	1	...	...	...	...	...	...	...		...	...	...	...	...	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	2	...	...	...	...	...	...	...	5	...		162	...	...	198	82	...	...	...
6	2	5	42	6	...	...	...	...	...	163	...		...	...	50	...	48	21	...	89
3	...	5	4	...	...	...	...	...	...	38	...		...	...	...	...	...	..	...	65
...	...	...	1	1	...	...	...	...	...	3	...		...	...	...	...	...	...	...	...
1	...	...	..	...	...	...	...	...	...	..	...		...	...	...	...	...	...	...	...
...	...	...	11	...	...	...	...	...	...	10	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...		...	...	...	...	...	...	115	...
2	...	...	1	1	...	4	...	4	84	4	...		192	...	...	...	60	...	...	4
3	...	1	16	...	...	...	...	...	...	13	...		...	...	96	126	15	20	...	2
...	...	...	...	...	...	...	...	...	...	..	...		...	...	...	...	...	..	...	...
...	...	1	1	...	...	...	...	...	...	3	...		...	...	...	...	...	..	...	2
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
2	...	1	3	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	109	...
...	...	...	5	...	...	...	...	...	...	...	...		...	...	...	...	...	...	135	...
...	...	...	...	...	...	...	...	...	...	11	...		...	...	...	...	...	...	...	...
...	...	...	4	...	...	...	...	...	...	...	...		...	...	...	66	54	..	...	7
1	...	...	1	1	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	167	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	51	...
...	...	...	1	...	...	...	...	1	21	...	...		...	...	96	33	14	33	..	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	69	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	10	...
3	...	...	5	...	...	...	...	...	...	5	...		...	...	...	93	...	15	...	1
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	33	...
...	...	4	...	...	...	...	...	...	...	...	...		...	...	...	...	30	3	.	...
1	...	...	2	2	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
1	...	1	5	1	...	1	1	1	21	1	...		...	...	...	...	...	24	...	...
...	...	...	2	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	61	...
...	...	4	...	1	...	...	...	...	...	...	...		...	...	...	33	92	21	99	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	59	...
...	...	...	10	...	...	...	...	...	21	23	...		192	...	...	33	...	1	64	...
6	4	2	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	37	...
...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	60	...
...	...	...	9	...	...	...	...	...	...	...	...		...	...	...	...	...	...	56	...
...	...	...	..	...	...	...	...	...	...	...	...		...	...	...	...	15	...	...	...
...	...	...	..	1	...	...	...	...	...	...	...		...	...	...	33	...	6	...	...
...	...	...	..	...	...	...	...	...	...	...	...		...	...	...	...	...	...	80	...
1	...	1	1	...	...	...	...	1	21	...	...		...	...	...	...	15	...	...	...
4	...	2	11	...	1	...	...	...	...	...	...		...	...	...	...	15	...	57	2
260	159	143	466	139	13	16	16	57	780	450	3 sets.		2774	264	602	3564	3451	1635	8045	420
515	405	330	886	261	38	20	17	95	1057	328	7 "		6989	3818	2002	7940	1686	3396	2557	381
...	...	...	...	...	...	...	...	...	...	122	...		...	...	...	...	1765	...	5488	30
253	246	187	420	122	25	4	1	38	277	...	4 "		4215	3554	1340	4376	...	1761	...	...
95	...	41	467	48	14	5	8	26	14	33	...		3000	1100	30	3000	300	260	...	152
196	267	78	192	103	14	10	15	40	81	141	...		5046	1480	316	4726	941	791	...	959
515	405	330	886	261	38	20	17	95	1057	328	7 sets.		6989	3818	2002	7940	1686	3396	2557	381
260	159	143	466	139	13	16	16	57	780	450	3 "		2774	264	602	3564	3451	1635	8045	420
1066	831	592	2011	551	79	51	56	218	1932	952	10 "		17809	6660	6010	19230	6378	6092	10602	1012

Table P. THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscripti'n
1	John McAuley	Ch. Scotland ...	Ireland	Innisfil	Age and Infirmity...	76	22	$20 75
2	Dead.							
3	Robert Mason.....	Presbyterian ...	Scotland	Lanark	Age and Infirmity...	78	28	27 50
4	Magnus Swanson ...	Baptist	Scotland	Markham	Age and Infirmity...	75	18	7 00
5	Dead.							
6	Donald Currie	Ch Scotland.....	Scotland	Aldboro'	Age and Infirmity...	70	18	7 00
7	Dead.							
8	John O'Connor	Rom. Catholic...	Ireland	Charlotten-burgh.	Age and Infirmity...	85	35	39 75
9	Anthony Lewars ...	Baptist	Scotland	Augusta	Age and Infirmity...	77	32	22 00
10	Dead.							
11	Thos. J Graffe.....	Universalist ...	Ireland	Arthur	See Abstract	51	18	16 25
12	Donald McDermid.	Ch. Scotland ...	Scotland	Cornwall	Age and Infirmity...	81	26½	25 81
13	James Benton	Ch. Scotland ...	Scotland	Finch.....	See Abstract	62	25	10 50
14	Henry Gough	Ch. England ...	Ireland	Barton	Age and Infirmity...	73	30	13 00
15	Jas. Breakenridge...	W. Methodist...	U. Canada	Rawdon	See Abstract	54	32	14 00
16	John Gillon.....	Ch. Scotland ...	Scotland	Ramsay.....	Age and Infirmity...	76	25½	10 75
17	Robert C Mills	Ch. England ...	Ireland	Packenham	Age and Infirmity...	72	23	9 50
18	John W Leonard ...	Ch. England ...	England	Chatham	Age and Infirmity...	65	22	9 00
19	Peter Stewart.....	Ch. Scotland ...	Scotland	Perth	Age and Infirmity...	75	22	20 75
20	David Thompson ...	.....	Scotland	Niagara.....	Age and Infirmity...	69	38	38 75
21	John Price	Ch. England ...	Ireland	Brockville	Age and Infirmity...	66	24	23 00
22	Wm. Gordon	Presbyterian ...	Ireland	Horton	Age and Infirmity...	71	30	29 75
23	Crawford Rainey ...	W. Methodist...	Ireland	Ernestown	See Abstract	47	17	15 12
24	Benjamin Warren...	Ch. England ...	Ireland	Augusta	Age and Infirmity...	74	27	26 38
25	Thos. McMaster.....	Ch. England ...	Ireland	Grey	See Abstract	62	20	21 00
26	Ronald Smith.....	Ch. England ...	Scotland	Lanark	Age and Infirmity...	74	20	21 00
27	Wm. McEdward ...	Ch. Scotland ...	Scotland	Lancaster.....	Age and Infirmity...	68	26½	25 81
28	Wm. Dowling.....	W. Methodist...	Ireland	Augusta	See Abstract	59	20	8 00
29	Geo. Fieldhouse.....	Soc. Friends ...	England	Murray	Age and Infirmity...	72	30	13 00
30	Dead.							
31	John McKenzie.....	Presbyterian ...	Scotland	Lancaster.....	Age and Infirmity...	67	17½	17 87
32	Patrick Benson	Rom. Catholic...	Ireland	Plantagenet, North.	Age and Infirmity...	77	30	33 50
33	Dead.							
34	Dead.							
35	Francis Foster	Ch. England ...	England	Chinguacousy...	Age and Infirmity...	77	18	7 00

Common School Teachers. Table P.

No.	For the year.	Abstract of Case.	Recommendatory Certificates signed by
1	1858 ...	Was a Teacher 50 years. Taught in West Gwillimbury, Tecumseth, Essa and Innisfil. Holds also a certificate from the Earl of Dalhousie, as Teacher in Nova Scotia, where he taught school from 1817 to 1830.	Rev. F L Osler—T S Stephens, J P—William Strong, J P—H A Clifford.
3	1858 ...	Taught the same school in the Village of Lanark for 28 years.	J A Murdoch—J Shaw, M P—M Lock, J P.
4	½1858 ...	Was a teacher for 35 years. Taught in Scotland, in Lower Canada, and for 18 years in Markham.	Rev W Case—J King—G Buchanan.
6	½1858 ...	Was a teacher for 50 years; 22 years in Scotland, and 18 years in Aldboro', Orford, Howard, Chatham and Mosa, U. C.	Rev R Burns, D D—Rev D McMillan—G Gardiner, J P—G Duck, junior.
8	½1857½58	Was a Teacher for 53 years: 18 years in Ireland, and 35 in Glengarry, Stormont and Prescott.	Rev J McLaurin—Rev H Urquhart—J Grant, M D—A Chisholm.
9	½1857 ...	Taught in the County of Grenville 32 years	Rev R Blakely—H W Morton, M D—J Clapperton —J Jessup—G Malloch.
11	1858 ...	Commenced in 1832. Taught in Grenville 18 years. "His health failed from excessive mental labor, which induced a predisposition to apoplexy and spinal disease."	B R Church, M D—E H Whitmarsh—R Waugh.
12	1858 ...	Commenced in Scotland in 1794, and taught in Stormont and Glengarry 26½ years.	J Pringle—Reference to Hon. Justice McLean—R McDonald, M D—affidavit before H Cline, J P.
13	½1858 ...	Commenced in 1822, and taught for 35 years in Township of Lochiel; was afflicted with epilepsy and compelled to desist.	Rev J R Meade—J Stirling, M D—D Cattanach J P—J Murray.
14	½1858 ...	Was a teacher for 33 years; 3 years in Nova Scotia, and 30 in various parts of Upper Canada.	P Spaun, J P—B P Spohn. Former certificates signed by Bishop Strachan, &c.
15	½1858 ...	Commenced in 1815. Taught in Dundas, Prescott, Russell, Carleton, Grenville and Leeds, for the full period of 32 years, besides 2 years in Lower Canada. Is so afflicted with cataract as to be compelled to desist.	Rev W S nart—Hon H Pinhey—J Garvey, M D—J Matthew, J P—J A Stuart, J P—T Brady—A Sherwood—S Hart—J Keays—W Henderson.
16	½1858 ...	Commenced in Ramsay in 1821, opened the first school at Carleton Place in 1825. Taught also in Beckwith and Packenham.	Rev J McMorine—D Campbell, J P—Rev A Mann —Rev M Harris—J Wylie.
17	½1858 ...	Commenced in 1824. Taught in Huntley, Fitzroy, Packenham, Ross and Bromley.	Rev J Thompson—A Fowler, M D—Rev M Harris, Rev A Mann.
18	½1858 ...	Commenced in U. C. in 1817. Taught in the Counties of Frontenac, Lennox, Addington, Kent, and Lambton, as he states subsequently to his application being approved, 30 years.	Hon S Washburn—Thos Cross, M D—A Lazier, J P—J McRea, J P—O Ingalls, J P—E H Carlatt, J P—C Pier, J P.
19	1858 ...	Taught in County of Lanark from 1831 to 1853." "Has done a good deal of good in his day."	Rev M Harris—J A Murdoch—J Young.
20	1858 ...	Commenced teaching in 1815. Has taught in Counties of Frontenac, Lincoln and Welland. Pains from old wounds received in the war of 1812 force him to desist.	Rev T Creen.
21	1858 ...	Commenced in 1827. Taught in Leeds and Grenville 24 years.	Rev E Denroche—Rev W Smart—G Sherwood, M P—T Reynolds, M D—T F McQueen, M D—A Sherwood—W Buell—J Jessup.
22	1858 ...	Commenced in 1823, and taught in Lanark and Renfrew for 30 years.	Rev G Thompson—D Evans, M D.
23	1858 ...	Taught in Kingston, Ernestown, Camden and Portland Disease of the heart and liver render him unfit for teaching.	Rev P Shirley—R McLean, M D—J Scouten, M D —J Miller, J P—J Asseltine, J P—J J McDonald —S Warner.
24	1858 ...	Commenced in 1824, and taught school in Leeds and Grenville 27 years.	Rev W Smart—G Sherwood, M P—T Reynolds, M D—J Brouse—R Waugh—J Reynolds, J P—N Horton, J P—R Ease, J P.
25	½1857-58	Commenced in 1825, and taught in various parts of U. C. Deafness and disease of the lower extremities compelled him to desist.	Rev E Patterson—Rev D McPherson—D Waugh, M D—A Monteith, J P—W P McCullough, J P —J Hyde—W Rath—A McGregor—J Stewart. Former certificate signed by Bishop Strachan.
26	½1857-58	Commenced in 1812, and taught in the County of Lanark 20 years.	Rev M Harris—A Munro, M D—J Robertson, J P —J McDonald, J P—T McCaffry, J P—E Byrne.
27	1858 ...	Commenced in 1812. Was a teacher 38 years; 11 years in Scotland, 26 in Lancaster, and 6 months in Williamstown, U. C.	Rev J McKenzie—Rev D McPherson—Rev J McLaurin—A Beattie, M D—R S McDouald, J P.
28	½1858 ...	Commenced in 1822. Taught in Leeds and Grenville for 21 years. Ill health, occasioned by close application, renders him unfit to continue.	Rev W Smart—B R Church, M D—W Garvey—J Howard, J P—M Read, J P.
29	½1858 ...	Commenced in 1819, and taught in Prince Edward and Northumberland for 30 years.	P Gross, M D—B Franklin, J P—J Bettes, J P.
31	½1857½58	Taught 2 years in Lower Canada and 17½ in Glengarry...	Rev J McKinnon—D E McIntyre, M D.
32	½1857½58	Commenced in 1810, and continued teaching in Stormont and Prescott for 30 years.	C Johnson, junior—G Presley—J Bellore.
35	½1858 ...	Commenced in 1832, and continued teaching in the Gore of Toronto and Chinguacousy for 18 years.	Rev J G Armstrong—T Deasely, M D—J M Chafee —R Wright—J Price. Former certificate signed by Bishop Strachan.

Table P.—*(Continued.)* THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscript'n.
36	Donald McDonald...	Rom. Catholic...	Scotland	Lochiel	Age and Infirmity...	72	13	$12 25
37	John Ker	Ch. England ...	Ireland	Winchester	Age and Infirmity...	67	14	5 00
38	James Brenan	Rom. Catholic...	Ireland	Ennismore	Age and Infirmity...	74	35	35 38
39	Thos. Hudson.....	Ch. England ...	England	Markham	See Abstract	62	19½	7 75
40	Wm. M. Hynes	Presbyterian ...	Ireland	Brockville	Age and Debility ...	64	34	34 25
41	Jane Johnston	Ch. England ...	Ireland	Thorold.....	See Abstract	54	21	22 25
42	W. R. Thornhill.....	Ch. England ...	Ireland	Kitley	See Abstract	60	22	20 75
43	Wm. Irvine.....	Ch. England ...	Ireland	Kingston	Age and Infirmity...	76	17½	15 69
44	Dead.							
45	John Fletcher	Presbyterian ...	Scotland	Tilbury, E	See Abstract	50	18	16 25
46	John B. Emons	Ch. England ...	U. Canada	Escott	See Abstract	62	27	11 50
47	John Nowlan	Ch. England ...	Ireland	Montague.....	Age and Infirmity...	67	24	10 00
48	W. P. Huston.....	Presbyterian ...	Ireland	Mountain	Age and Infirmity...	74	23	9 50
49	George Reynolds ...	Rom. Catholic...	Ireland	Camden, E.	Age and Infirmity...	63	28½	28 06
50	Dead.							
51	Wm. Martin	Presbyterian ...	Ireland	Oxford	Age and Infirmity...	67	14	5 00
52	John Blek	....	Ireland	Ross	Age and Infirmity...	79	15	5 50
53	Michael Koen.....	Rom. Catholic...	Ireland	Kingston	Age and Infirmity...	67	25½	24 69
54	Alex. Miller.....	Presbyterian ...	Scotland	Wolford	Age and Infirmity...	72	28½	28 06
55	John Donald	Presbyterian ...	Scotland	Dalhousie.....	See Abstract	59	20½	19 06
56	Angus McDonell ...	Rom. Catholic...	Scotland	Kenyon	Age and Infirmity...	63	33½	14 75
57	James Forde	Ch. England ...	Ireland	Elmsley, N	See Abstract	56	16	14 00
58	John Livingston ...	Presbyterian ...	Scotland	Dalhousie.....	Age and Infirmity...	67	25½	24 69
59	Gilbert McAulay ...	Ch. Scotland ...	Scotland	Sunnidale.....	Age and Infirmity...	78	18	6 25
60	Gideon Gibson	Ch. England ...	Ireland	Emily.....	Age and Infirmity...	73	19	7 50
61	Wm. Begg	Presbyterian ...	Scotland	Goderich	Age and Infirmity...	64	17	17 25
62	John Bradley.....	Episcopalian ...	Ireland	Plantagenet.....	Age and Infirmity...	79	20	13 00
63	Donald McDougall	Not stated	Scotland	Lochiel	See Abstract	58	14	20 25
64	Henry St. Leger ...	Ch. England ...	Ireland	Adelaide	Age and Infirmity...	74	21	33 37
65	Robt. Thompson ...	Ch. Scotland ...	Scotland	Cornwall	See Abstract	54	20	8 00
66	Dead.							
67	Dead.							

COMMON SCHOOL TEACHERS. **Table P.—(*Continued.*)**

No.	For the year.	Abstract of Case.	Recommendatory Certificates Signed by
36	½1857-58	Commenced in 1806. Taught in Dundas, Stormont, and Glengarry. Is unable to procure certificates of teaching for more than 13 years.	O. Quigley, J P—C McDonald, M D—J Murray—A McMillan.
37	½1858 ...	Commenced in 1835, and taught in Stormont and Dundas for 14 years.	Rev J G B Lindsay—Rev H E Plees—Rev J Harris—W H Brouse, M D—J J Blacklock. M D—J Baird, M D—H L Cook, M D—J W Rose, M P—J, G and E Brouse, J P's—W Bell. J P—P Carman.
38	1858 ...	Was a teacher for 50 years; 35 years in Glengarry, Prince Edward and Victoria.	Rev J J Chisholm, D D—Rev J Bourke—Rev J M Roger—Rev R Harding—W Cluxton, J P—P S Sullivan, J P—W T Boate—B McDonell—E Burnham—T Hay—B S Cory, M D.
39	½1858 ...	Commenced in 1832, and taught in the County of York for 19½ years. General debility forced him to desist.	Rev J G Armstrong—Rev D E Blake—R Paget, M D—G Perton.
40	1853 ...	Commenced in 1818, and taught in the County of Leeds 34 years,	Rev W Smart—T Reynolds, M D—R Edmondson, M D—G Sherwood, M P—S Reynolds, J P—W Dowling, J P—W Buell—G Malloch.
41	½1857½58	Commenced in 1833, and taught in Dundas, Ancaster, Cayuga, and Thorold, 21 years. Disease of the chest compels her to desist.	Rev T B Fuller, D D—G Keefer, J P—R Ironside, M D—Dr H Rally—J Keefer—D D'Everardo—H James.
42	1858 ...	Commenced in 1829, and taught in Leeds 22 years. "Sight so imperfect that he cannot follow the profession any longer."	Rev J B Worrell—J Aichison, M D—Rev F Tremayne—S Soper, J P—J O'Neill—H B Washburn—R Johnson, J P—W Webster, J P.
43	1858 ...	Was a teacher for 52 years; 17½ in Upper Canada	Ven. Archdeacon Stuart—Rev E C Bower—J Marks, J P—G Rutledge.
45	1858 ...	Commenced in 1830. Taught 6 years in Scotland and 18 in Elgin and Kent. Is afflicted with hip joint disease, and quite unable to do duty.	Rev J Fraser—J R Robertson, M D—A McGregor—J Coutts.
46	½1858 ...	Commenced in 1827. Has taught in the Counties of Frontenac, Glengarry, Prescott and Russell. Is afflicted with general debility and partial paralysis.	F Codd M D—J Stewart—J Keays—J Conway, J P—J Mattice, J P.
47	½1858 ...	Commenced in 1812. Taught 18 years in Newfoundland and 24 years in Lanark and Carleton.	Rev J B Worrell—G Nisbet, M D—J Shaw, M P—Rev B Morris—G Gilhuly, J P.
48	½1858 ...	Commenced in 1832. Taught in Mountain and South Gower 23 years.	Rev J Anderson—D Brown, M D—J Cleland, P M.
49	1858 ...	Commenced in 1826, and taught 28½ years in Brockville, Lennox and Addington, &c.	Rev P Shirley—F V Cory, M D—R McLean, M D D Roblin, M P—J Stevenson, J P—T Miller, J P—D C Smith, J P—W Whelan, J P—S Reynolds, J P—F Murray, J P—J F Hawley, J P—C H Miller, J P.
51	½1858 ...	Commenced in 1817 in Nova Scotia. Taught in Grenville 14 years.	Rev W D McDowell—E B Sparham, M D. Former certificate authorizing to teach in Nova Scotia, signed by Earl of Dalhousie.
52	½1858 ...	Commenced in 1806. Taught 33 years in Ireland, and 15 in Lanark and Renfrew.	G Brown—D M Evans, M D—J M Ross—H Fitzpatrick—M Mulligan—P McPeak.
53	1858 ...	Commenced in Ireland in 1814, and taught 25½ years in Frontenac.	R S Henderson—W Beamish, M D—J W Brown, J P—Peter McKinn, J P—J Irvine. Former certificate by Archdeacon Stuart.
54	1858 ...	Commenced in 1803. Taught 24½ years in Scotland and 28½ in Lanark, Leeds and Grenville.	Rev W Bell—B R Church, M D—Rev E Morris—E H Whitmarsh—G McEwen, P M.
55	1858 ...	Taught in Dalhousie. Chronic inflamation of the liver obliged him to desist.	Rev J B Duncan—A Munro, M D—J S Nichol, M D.
56	½1858 ...	Commenced in Scotland in 1814, and taught in Glengarry, U. C., 35½ years.	D A McDonald—J Simpson, M D—A Chisholm—A McDonnell.
57	1858 ...	Commenced in 1827, and taught in Lanark and Frontenac 16 years. Defective eyesight compelled him to desist.	Rev M Harris—J A Neilson, M D—J Young.
58	1858 ...	Commenced in Scotland in 1810. Taught school No. 6, Dalhousie, 25½ years.	Rev M Harris—J S Nichol, M D—Rev J B Duncan—J A Young—J A Murdoch—A McInnes—H McLean—A McDonald.
59	1858 ...	Commenced in Scotland in 1812, and in Upper Canada, 1833. Taught in Peel and Simcoe 18 years.	Rev S B Ardagh—Judge Gowan—Rev J Gray—H A Clifford—G Lount—A Pass.
60	½1858 ...	Commenced in Ireland in 1817, and in Upper Canada in 1833. Taught 19 years in Durham and Peterboro'.	Rev W Hooper—T Ray, M D—E Ingram—J Tate.
61	½1857-58	Commenced in Scotland in 1813, where he taught 20 years. Commenced in Upper Canada in 1837, and taught school in Goderich 17 years.	Rev A McKid—Dr Cole—G Elliott, J P, and others.
62	½1857 ...	Commenced in 1830, and taught 20 years in the County of Prescott.	Col J Kearnes, J P—D O'Neill—J Hagar, J P—T H Johnson, J P.
63	½1857-58	Commenced in Scotland in 1817, and U. C. 1839. Taught 14 years in Glengarry. Is too debilitated to continue.	Rev Duncan Cameron—Rev J McPherson—Rev D McDonald—D A Macdonald, J P—C McDonald, M D—A McDonell, J P—Owen Quigley, Local Superintendent, &c &c.
64	½1857-58	Commenced in Ireland 1828, and in U. C. 1832. Taught in Welland, Middlesex, Cornwall, Drummond and Oakville 21 years. Afflicted with paralysis.	Rev T Creen—H Hanson, M D—Rev A Mortimer—J B Strathy—W Elliott—W Miller—S A Scoon.
65	½1858 ...	Commenced in 1831, and taught for 20 years in Stormont and Glengarry. Chronic inflamation of the eyes unfits him for duty.	R McDonald, M D—B G French—A Johnson, J P—J Aitken—W Policy—A E McDonald—S Sheets.

Table P.—(*Continued.*) THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscript'n.
68	Patrick McKee	Rom. Catholic	Ireland	Osnabruck	Age and Infirmity	85	17	$15 13
69	John Brennan	Ch. England	Ireland	Wolford	Deafness and debility.	60	24½	10 25
70	Margaret Jessop	Ch. England	Ireland	Elmsley	Loss of sight and hearing.	70	16	6 00
71	Thos. White	Congregationalist.	England	Hawkesbury, West.	Debility	68	23½	9 88
72	Joshua Webster	Methodist	U. States	Brighton	Age and Infirmity	64	22	20 75
73	Norman McLeod	Presbyterian	Scotland	Lochiel	Age and Infirmity	66	16	14 00
74	Samuel P. Stiles	Methodist	U. States	Carradoc	Age and Infirmity	74	40	41 00
75	M. Kineborough	Ch. England	Ireland	Ernestown	Age and Infirmity	78	31	13 50
76	Dead.							
77	Arch'd Campbell	Presbyterian	Scotland	Charlottenburg.	Age and Infirmity	75	7	3 87
78	Wm. Foster	W. Methodist	Ireland	Elizabethtown.	See Abstract	58	22	9 00
79	Wm. Glasford	W. Methodist	Canada	Gloucester	See Abstract	48	18½	16 81
80	John Hoyt	Baptist	U. States	Haldimand	Age and Infirmity	85	25	10 50
81	Wm. Powers	W. Methodist	Canada	Camden	See Abstract	59	30	29 75
82	John Vert	Presbyterian	Scotland	Albion	See Abstract	48	21½	22 87
83	Wm. Benson	Second Advent	Scotland	Dunwich	See Abstract	61	23	9 50
84	Wm. Kearns	Ch. England	Ireland	Augusta	Age and Infirmity	66	25	27 25
85	D. McKenzie	Presbyterian	Scotland	Westminster	Diseased Lungs	59	20	18 50
86	James Leys	Ch. Scotland	Scotland	Goderich	See Abstract	66	17	15 13
87	John Healy	Methodist	Scotland	Harwich	Age and Infirmity	69	26	11 00
88	Hector McRae	Ch. Scotland	Scotland	Charlottenburg.	See Abstract	62	20	18 50
89	Wm. Campbell	W. Methodist	Ireland	Marysburgh	Age and Infirmity	73	30	29 75
90	J. Carruthers	U. Presbyterian	Scotland	City of Hamilton.	Age and Infirmity	73	24	10 00
91	Alex. Cowan	Presbyterian	Scotland	Hillier	Age and Infirmity	74	27	26 37
92	Emily Cozens	Rom. Catholic	U. Canada	Town of Cornwall.	See Abstract	53	27	26 38
93	Wm. Dermott	Ch. England	Ireland	Portland	See Abstract	60	13	4 50
94	Jas. E. Durick	Ch. England	Ireland	Fenelon	Age and Infirmity	69	30	29 75
95	Hugh Hagan	Rom. Catholic	Ireland	Nepean	Age and Infirmity	40	18½	7 25
96	Walter Hick	Ch. England	England	Richmond	Age and blindness	70	25	24 13
97	J. Higginbotham	Ch. England	Ireland	Elmsley, North	Age and Infirmity	67	22	9 00
98	J. B. Hingston	Ch. England	Ireland	Trafalgar	Age and Infirmity	65	24	23 00

COMMON SCHOOL TEACHERS. **Table P.—(*Continued.*)**

No.	For the year.	Abstract of Case.	Recommendatory Certificates Signed by
68	1858 ..	Commenced in 1828, and taught 25 years in County of Stormont.	Rev G A Hay—W H Wagner, M D—W McIntosh, J P—D Chisholm, J P—J Archibald, J P—O Pugh, J P, &c &c.
69	½1858 ..	Commenced in Ireland in 1823, and in U C. in 1830. Taught in the County of Leeds 24½ years.	Rev J H Andrews—B R Church, M D—S Soper, J P—R W Ferguson—J A Brown.
70	½1858 ..	Commenced in 1829, and taught in Perth, Smith's Falls and Kitley, 16 years.	Rev M Harris—J A Ichison, M D—Rev J Padfield —C H Scribe—E S Weeks.
71	½1858 ..	Commenced in 1821, and taught in Hawkesbury 23¼ years.	Rev W Abbott—W Erving, M D—Rev W Mair—Rev J T Byrne—J Hamilton, J P—H Lough, J P, &c.
72	1858 ..	Commenced in 1812 and ceased 1847. Taught 3 years in U. S., and 22 in P. Edward and Northumberland.	J W Cryderman, J P—P Gross, M D—J P Powers, M D—J A Keeler, J P.
73	1858 ..	Commenced in 1807 and taught 10 years in Scotland and 16 in Glengarry.	Rev T McPherson—J Sterling, A M and M D—John McLennan, J P, and others.
74	1858 ..	Commenced in Deleware 1808, and ceased 1854. Taught 40 years in Middlesex.	Rev R Flood—G Rillington, M D—Elijah Gregory —E Handy, &c.
75	½1858 ..	Commenced in 1817, and taught in Frontenac and Addington 31 years.	Ven. Archdeacon Stuart—H Yates, M D—D P Yeomans, M D—S Clark, J P—M Palmer, J P, &c.
77	1858 ..	Taught 57 years. 50 years in Lower Canada, and 7 in U. C. under appointmeat of Sir J. Craig.	Rev T McPherson—J Grant, M D—W Macrae, J P—Col Marchand—J Delagrave, Mayor, &c.
78	½1858 ..	Taught 22 years in the Counties of Leeds and Grenville. Paralysis of the bladder incapacitates him.	R Edmonson, M D—Rev W Smart—W Bluell.
79	1858 ..	Was a teacher 24 years. Taught 18½ years in Townships of Charlottenburgh, Cornwall, Gloucester, Nepean and Montague. Is epileptic.	J Grant, M D—G Archibald—Rev T Wardrope—J Pringle.
80	½1858 ..	Commenced teaching in 1818. Taught 25 years in Counties of Northumberland, Prince Edward and Hastings.	J O Powers, M D—H Jones—H Meade—Rev J Webster—J W Cryderman, J P.
81	1858 ..	Taught school in the Township of Marysburgh 25 years, and in Camden East 5 years. Has hip joint disease and bad sight.	Allen Ruttan, M D—J Harrison—J Lane, J P—Rev G Miller—S Hayden.
82	½1857½58	Commenced in Scarborough in 1834, and taught in York, Ontario and Peel 21½ years. Lungs much diseased.	The Lord Bishop of Toronto—Rev J Jennings, D D—Rev J C Geikie—H Warbrick—J S Robinson, M D.
83	½1858 ..	Commenced in 1833, and taught 23 years in the Townships of Dunwich and Southwold. Is paralytic.	R W Travers, M D—Rev D Campbell—T McColl, Local Supt—J Hidden, Trustee—Major Willey, J P.
84	½1857½58	Commenced in 1822. Taught 25 years in Counties Stormont, Dundas and Glengarry.	Rev D Monro—W D Scott, M D—J W Ridley, Supt—D Berging, M D—E Ross, Supt—W Fraser, Supt.
85	1858 ..	Commenced in 1819, and taught 20 years in Middlesex, Elgin and Oxford, and 9 years previously in Scotland.	Rev M Burnham—G Southwick, M D—H W McIntyre, J P—J Strathy, Supt, and others.
86	1858 ..	Commenced in 1833, and taught 17 years in Saltfleet and Sombra, and Counties Huron and Bruce. Has chronic rheumatism.	M Hamilton, M D—Rev R F Campbell—J Nairn—W Johnston—Jas Watson.
87	½1858 ..	Commenced in 1811, and taught 26 years in Grenville, Leeds, Frontenac and Dundas.	W W Howard, M D—H P Washburn—Thomas Sheffield—E Green.
88	1858 ..	Commenced in 1829, and taught 20 years in the Townships of Lancaster and Charlottenburgh. Has chronic disease of bowels.	Charles Mallery, M D—Elders McDonnell, McLennan, Grant, Campbell, Hon J Sandfield McDonald, M P.
89	1858 ..	Commenced in Ireland in 1809, and in Fredericksburgh, U. C., in 1822. Taught 30 years and ceased 1856.	Rev W McFadden—Rev J C Slater—T Moore, M D—P Gross, M D—Capt D Hutchinson—J Ellis, Senior—A Ham.
90	½1858 ..	Commenced in Township of York in 1824, and taught 24 years.	Rev R Burnet—W L Billings, M D—A Wright, M D—C O Counsell—R Brown, J P— P Lawrence, J P—H Beasley.
91	1858 ..	Commenced in Adolphustown, U. C., 1819. Taught 27 years.	O C Wood, M D—A McFane, J P—J T Lane, J P—Charles L Wood.
92	1858 ..	Commenced in Cornwall, U. C., 1827. Taught continuously till August, 1855, when her defective eyesight obliged her to cease.	Rev C Poole—Rev G A Hay—R McDonald, M D—A Blackwell, M D—A McLean—J Pringle—J McDonald, J P, &c.
93	½1858 ..	Commenced in Ireland, 1814, and in U. C. 1842, and taught till November, 1855. Was a teacher 43 years. Deafness and debility.	Rev R Rodgers—H Yates, M D—J W Cooper, L S —R V Henderson—C C Johnson, L S—J Strachan, L S—G Rutledge, L S, &c.
94	1858 ..	Commenced in Township of Lansdowne in 1824, and taught 30 years.	Rev R Garrett—J Fidler, M D—M Cowen, J P—J Sempter—J Gibbs—D Spence—D Graham—D Brown, &c.
95	½1858 ..	Commenced in Ireland 1803, in U. C. 1837. Taught 16 years in Ireland, 16 in Lower Canada, 18 in Upper Canada, and is now quite worn out.	Rev S S Strong, D D—Rev D Dandmand—J E Sewell, M D—J Cox—J Joynt—A Workman—Hon H Pinhey—J Egan, M P—John Supple, M P—and A Yielding, M P.
96	1858 ..	Commenced in Fredericksburgh in 1830, and taught in U. C. 25 years.	Rev P Shirley—T Chamberlain, M D—J Benson, J P—R Esson, J P—L Sharp, &c.
97	½1858 ..	Commenced in Bathurst, U. C., 1832, and taught 22 years in Bathurst, Elmsley and Sherbrooke.	Rev J B Worrell—J S Nichol, M D—M Harris—J A Murdoch—M McCormick—A Bain—M Fisher —J Bradford, &c.
98	1858 ..	Commenced in Trafalgar 1831. Taught in Trafalgar, Esquesing and Toronto, 24 years. Is troubled with chronic rheumatism and liver complaint.	Rev W Willoughby—C O Counsell—J Barnhart, M D—D Fraser, L S, &c.

Table P.—(*Continued.*) THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscript'n.
130	Wm. McIver	Rom. Catholic	Ireland	Whitchurch	Age and Infirmity	69	16	$39 50
131	Patrick Wood	Ch. England	Ireland	Smith	Age and Infirmity	67	16	24 00
132	Nicholas Fagan	Ch. England	Ireland	Marysburgh	Age and Infirmity	64	13	12 25
133	Dead.							
134	James McCabe	Rom. Catholic	Ireland	Thurlow	Age and Infirmity	72	33	69 25
135	Andrew Power	Roman Catholic	Ireland	Whitchurch	See Abstract	40	17	paid in 1859
136	James Ramsay	Congregationalist.	U. Canada	Blenheim	See Abstract	53	17	15 12
137	Catherine Snyder	Episcopalian	U. Canada	Osnabruck	See Abstract	49	18	20 25
138	James Finney	Ch. England	Ireland	Whitby	Age and Infirmity	72	16	34 00
139	JohnTucker	Rom. Catholic	Ireland	Tyendinaga	Age and Infirmity	65	21	44 12
140	John Browne	Ch. England	Ireland	Sheffield	Infirmity	60	26	51 33
141	John Monaghan	Rom. Catholic	Ireland	Nepean	See Abstract	54	15	27 38
142	Richard Youmans	W. Methodist	U. Canada	Hallowell	See Abstract	54	20	66 50
143	Edward Allen	Methodist	Ireland	Mono	Infirmity	59	17	25 50
144	Wm. Ferguson	Ch. Scotland	Scotland	Dalhousie	Infirmity	58	24	paid in 1859
145	Thos. Flanagan	Rom. Catholic	Ireland	Matilda	Age and Infirmity	61	20	paid in 1859
146	Patrick Jones	Rom. Catholic	Ireland	Thurlow	Age and Infirmity	69	36	63 00
147	Jesse Loomis	Baptist	U. States	Edwardsburg	Age and Infirmity	67	19	28 00
148	Edward Ryan	Methodist	Ireland	Gwillimbury W.	Age and Infirmity	67	25	62 00
149	Daniel Sheehan	Not stated	Ireland	Douro	Age and Infirmity	74	20	36 00
150	Clement L. Clarke	Ch. England	Ireland	Grimsby	Age and Infirmity	61	19½	paid in 1859
151	John Douglas	Ch. Scotland	Scotland	Toronto Tp.	Age and Infirmity	68	22	Do.
152	Jesse Jones	Ch. England	U. States	Grantham	Age and Infirmity	80	30	Do.
153	Andrew Lorimer	Not mentioned.	Nova Scotia	Winchester	Age and Infirmity	70	8	Do.
154	Robert Lucas	Ch. England	Ireland	Adelaide	Age and Infirmity	66	13	Do.
155	Alex. Middleton	F. Presbyterian	Scotland	Albion	See Abstract	59	20	Do.
156	George Miller	F. Presbyterian	Ireland	Vaughan	Age and Infirmity	75	12	Do.
157	Jeremiah O'Leary	Rom. Catholic	Ireland	Ops	Debility	58	22	Do.
158	James Weatherhead	Presbyterian	Scotland	Smith	See Abstract	58	14	Do.
159	A. McCormick	Ch. Scotland	Scotland	Yarmouth	Infirmity	61	16	Do.
160	John Dewar	F. Presbyterian	Scotland	Nassagaweya	Age and Infirmity	77	16	Do.
161	Thomas Baldwin	Ch. England	Ireland	City Hamilton	Age and Infirmity	60	13	Do.

COMMON SCHOOL TEACHERS. **Table P.—(*Continued.*)**

No.	For the Year.	Abstract of case.	Recommendatory Certificates Signed by
130	½1857-58	Commenced in Ireland, 1809, and in County of Prescott, 1834. Taught in Counties of Prescott, Grenville and York, 16 years.	Rev A Andrews—Rev J Hammett—A C Lloyd, M D.
131	½1857-58	Commenced in 1816, and in U. C. Township of Smith, 1830, where he taught 16 years.	Rev Mark Burnham—Asa A Burnham—Walter Sheridan—E Roberts, Supt—Dr Lavell.
132	½1857½58	Commenced in Ireland, 1836, and in U. C. 1839. Taught in County of Prince Edward 13 years.	D B Stevenson, M P—H Vandusen, J P—T Wellbanks, J P—T Moore, M D.
134	½1857½58	Commenced in 1812, and in U. C. 1821. Taught in Counties of Hastings, &c., for 33 years.	Rev J Grier—Rev W Gregg—F McAnnany—H Hope, M D—C Ridley, M D.
135	.....	Commenced in Ireland, 1834, and in Whitchurch, U. C., 1840. Taught till 31st Dec., 1856, in same township.	Rev S F Ramsey—Jos Hartman, M P—T Pyne, M D.
136	1858 ...	Commenced in Township of Stamford, 1830, and taught in Welland, Oxford and Brant 17 years. Constitution entirely broken up.	Rev David Caw—L McCosh, M D, &c.
137	1858 ...	Commenced in Township of Osnabruck, 1838. Taught there and in Cornwall till 24th Dec., 1856. Palpitation of the heart incapacitates her.	Rev Matthew Ker—W H Wagner, M D—Henry Shaver, J P.
138	½1857-58	Commenced in Township of Bathurst, 1840, and taught in Cramahe, Alnwick and Manvers 16 years.	Rev W Logan—Jos Clark, M D—Rev E Morris—F Hind, J P, &c.
139	½1857-58	Commenced in Tyendinaga in 1834, and taught in same township 21 years. Is infirm.	F Warwick, Local Supt—Rev P Walsh—John Portt, J P—J Sweeney, J P—Michael Neelon, J P—Thos Moore, M D.
140	11 mo's 1857-58	Commenced in Township of Ramsay 1831. Taught in Lanark, Carleton, Lennox, &c. Has dim sight and partial paralysis.	Rev G A Anderson—Rev S Givins—Robt McLean, M D—Allan Ruttan, M D—Rev Dr Lauder—Wm Hutton.
141	½1857-58	Commenced in Township Gloster, 1841. Taught in Township Gloster and Osgoode 15 years. Has disease of bones.	Rev D Dandurand—Rev T Wardrope—Mr Justice Armstrong—A Yielding, J P—J B Lewis, Mayor—Rev D Strong—A Workman—R Ross.
142	½1857-58	Commenced in Township Thurlow, 1830, and taught in Hastings, Northumberland, Prince Edward and Addington. Is incapacitated by varicose veins.	Mr Justice Fairfield—J P Roblin—Thos Moore, M D.
143	9 mo's 1857-58	Commenced in Township Mono in 1840, and taught in Mono and Adjala 17 years.	James Townley, M D—Abraham Martin, Local Supt—G McManus, J P, &c.
144	.....	Commenced in Township Drummond, 1828, and taught in County Lanark 24 years.	Jas S Nichol, M D—Wm McMann—Jas Young—W Fraser.
145	.....	Commenced in Township Matilda, 1837, and taught in Matilda and Finch till 12th Dec., 1857.	Rev J R Meade—D Bell, J P—Jas Harris, Local Supt—A Worthington, M D.
146	½1857½58	Commenced in Township Thurlow, 1819, and taught in Counties of Hastings and Prince Edward.	Rev J Grier—F McAnnany—W Hope, M D.
147	½1857½58	Commenced in Vermont, 1810, and in Edwardsburgh, U. C. in 1836. Taught in Matilda and Edwardsburg 19 years.	Rev Michael Davy—W F Gates, M D—Wm B Imrie, Local Supt.
148	1858 ...	Commenced in Ireland, 1822, and in County Simcoe, U. C., 1833, where he taught 25 years.	G D Morton, M D—W Fraser, Supt—T Duffill, J P—A McMaster, J P.
149	1858 ...	Commenced in Ireland, 1810, and in Township Douro, U. C., 1838. Taught in Douro and Otonabee 20 years.	Walter Sheridan—F Andrews, Local Supt—A McCrea, M D—P E McKeon, M D—G Clarke, J P.
150	.....	Commenced in Chinguacousy, 1831, and taught in Peel, Lincoln, Halton and Wentworth.	Rev Dr Lundy—J Woolverton, M D—W Fitch, J P—J W D Clarke, J P.
151	.....	Commenced (1829) in Township Toronto. Taught in Trafalgar and Toronto 22 years, also in Amaranth.	Rev Robt Ure—Jno Crumbie, M D—A Simpson, J P—J Paterson, J P—S Price.
152	.....	Commenced (1801) in Grantham, and taught in Lincoln and Welland 30 years.	Rev Alex Dixon—Thos Clark, M D—Wm McGee—J Clarke, J P.
153	.....	Commenced in Lower Canada, 1839, and in Winchester, 1844. Taught 39 years in British Provinces.	J J Ker, Local Supt—H L Cook, M D, &c.
154	.....	Taught from 1825 in Ireland. Commenced in C. W. in 1844, and taught in Brant, Lambton and Middlesex 13 years, and 4 years in Lower Canada	Rev R Flood—Rev R L Tucker—Rev Arthur Mortimer—W A Brown, M D—Thos Cuddy—Wm Miller, Reeve.
155	.....	Commenced in Whitchurch, 1835, and taught in York and Peel. Has deafness and ophthalmia.	Rev Alex Lewis—E Hickman, M D—Various trustees, &c.
156	.....	Commenced in Ireland, 1812, and in U. C., 1836. Taught in Dundas, Lennox and York 12 years. Is debilitated.	Rev Jas Harris—W Adams, M D—J W Gamble—R Bywater.
157	.....	Commenced in Ireland, 1820, and in County Durham, U. C., 1829, and taught in Victoria and Durham 22 years. Is debilitated.	Rev J Beavis—Hon J Simpson—Geo H Low, M D.
158	.....	Commenced in 1820, and in County Peterborough, U. C., 1842, where he taught 14 years. Is incapacitated by disease of chest.	Rev J M Roger—Thos Holywell, M D.
159	.....	Commenced in Scotland, 1817, and in County of Lanark, U. C., 1831. Taught in Lanark, Middlesex, &c.	Rev J McEwen—Fred B Going, M D—Duncan McPherson.
160	.....	Commenced in Whitchurch, 1828-9, and taught in Counties York, Simcoe, Wellington and Halton.	Rev J McLachlan—Nelson McGarvin, M D—Charles McBeath, &c.
161	....	Commenced in New Brunswick, 1833, and in Chinguacousy, U. C., 1845. Taught in Barton, Chinguacousy, Glanford, &c. Has disease of brain.	Rev J G Geddes—Isaac Ryall, M P P.

Table P.—(*Continued.*) THE SUPERANNUATED, OR WORN-OUT

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of discontinuing teaching.	Age in 1858.	Years of teaching in U. C.	Net amount of Pension paid from 1st Jan. to 31st Dec., 1858, deducting subscript'n.
162	James Bodfish	W. Methodist...	England	Calstor	See Abstract	55	20	Paid in 1859
163	Anne Jackson.....	Rom. Catholic...	Ireland	Marysburgh ...	Age and Infirmity...	67	21	Do.
164	William Mitchell ...	Presbyterian ...	Scotland	Cayuga, N.	See Abstract	63	26	Do.
165	Edward Redmond...	Rom. Catholic...	Ireland	Cobourg	See Abstract	58	27	Do.
166	William Hildyard...	W. Methodist...	England	Adelaide	See Abstract	52	19	Do.
167	Michael Murphy ...	Rom. Catholic...	Ireland	Burgess, N.	Age and Infirmity...	70	7	Do.
168	John McKenna	Rom. Catholic...	Ireland	Pittsburgh	See Abstract	49	18½	Do.
169	Mary Richards	W. Methodist...	U. Canada	Hallowell	See Abstract	63	33	Do.
170	W. B. P. Williams...	Ch. England ...	Wales	Townsend	Infirmity	54	9	Do.
					Net amount of Pensions paid in 1858			$2663 51

GENERAL

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.

14 in Glengarry.	4 in Peel.
6 " Stormont.	5 " Simcoe.
6 " Dundas.	2 " Halton.
4 " Prescott.	4 " Wentworth.
7 " Carleton.	2 " Brant.
10 " Grenville.	5 " Lincoln.
9 " Leeds.	3 " Welland.
16 " Lanark.	1 " Haldimand.
2 " Renfrew.	2 " Norfolk.
4 " Frontenac.	1 " Oxford.
4 " Addington.	3 " Wellington.
6 " Prince Edward.	1 " Grey.
4 " Hastings.	3 " Huron.
5 " Northumberland.	5 " Middlesex.
7 " Peterborough.	3 " Elgin.
5 " Victoria.	4 " Kent.
3 " Ontario.	3 " Essex.
7 " York.	170

COMMON SCHOOL TEACHERS. **Table P.—(*Continued.*)**

No.	For the year.	Abstract of Case.	Recommendatory Certificates signed by
162	.....	Commenced in England, 1830, and in Grantham, U. C., 1836. Taught in Counties Lincoln and Welland 20 years. Is paralytic and deaf.	John Kirk, J P, M D—James Tisdale, M D, &c.
163	.....	Commenced in County of Prince Edward, 1825. Taught there and in Frontenac, Lennox and Addington. Is infirm.	Thos Moore, M D—R Daverue, J P—E W Wright.
164	.....	Commenced in Scotland, 1825, and in Binbrooke, U. C., 1832. Taught in Counties of Haldimand and Wentworth. Is quite debilitated in body and mind.	Jacob Baxter, M D—Alex Winram, Local Supt—A Turnbull, &c.
165	.....	Commenced in Ireland in 1827, and in U. C. 1831. Taught in Cavan and Cobourg 27 years. Is infirm and has bad sight.	Rev A N Bethune—Hon S Smith—John Cullingford, M D—J A Gilchrist, M D—Asa A Burnham—G Ruttan—D Brodie—B Hayter.
166	.....	Commenced in Township of Nelson, 1833, and taught in Counties Halton, Huron and Middlesex. Is afflicted with nervous disorder and fits of insanity.	H Hanson, M D—J B Winslow, J P—W M Johnston, J P—Geo McLeod, J P.
167	.....	Commenced in Ireland, 1834, and in Township of Burgess North, U. C., 1852, and taught same section till 31st Dec., 1858. Is deaf.	Rev Vicar Gen McDonagh—Jas Stanley, Local Supt—E Q Sewell, M D.
168	.....	Commenced in Ireland, 1830, and in Township of Huntly, U. C., 1840. Taught in Counties Carleton and Frontenac 18½ years. Is unfit to continue.	B Kennedy, Local Supt—Thos Burrows, J P—Horatio Yates, M D.
169	.....	Commenced in Hallowell, 1817, and taught in County of Prince Edward 33 years. Is debilitated and has defective sight.	Rev Joel Briggs—J Denton, Local Supt—Thomas Moore, M D—H Dingman, J P.
170	.....	Commenced in Wales, 1822, and in Township of Malahide, U. C., 1847. Taught in Counties Elgin, Norfolk, Haldimand and Waterloo. Is infirm.	Harmanus Smith, M D—R H Cradock, Local Supt—H Mitchell, and others.

ABSTRACT.

Religious Denominations.		Natives of	
Church of England and Episcopalian	54	Ireland	79
Church of Scotland and Presbyterian	50	Scotland	52
Church of Rome	27	England	15
Methodist	18	Upper Canada	14
Baptist	5	United States	6
Congregationalist	2	Lower Canada	2
"Protestant"	2	Wales	1
Universalist	1	Nova Scotia	1
Society of Friends	1		170
Christian Disciple	1		
Second Advent	1		
Not given	8		
	170		

Of the 170 Teachers enumerated, 15 having died, received no pension for 1858.
Of the remaining 155, the average length of service as Common School Teachers in Upper Canada, was 21½ years.
The average age of each pensioner in 1858 was 65 years.
There were 147 males and 8 females.

Table Q. THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER

	THE MUNICIPALITIES. OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID. For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1858.
	Counties.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Glengarry	2479 26	314 00	... ...	... ...	22 00	247 87	3063 13
2	Stormont	1629 00	... ...	... ...	... ...	20 00	79 69	1728 69
3	Dundas	1838 00	206 00	12 00	... ...	... ...	33 56	2089 56
4	Prescott	1478 46	750 00	31 75	... ...	22 00	56 38	2338 59
5	Russell	529 82	... ...	... ...	... ...	... ...	... ...	529 82
6	Carleton	3042 64	210 00	108 50	85 00	154 00	100 95	3701 09
7	Grenville	2184 22	... ...	10 13	20 00	22 00	165 00	2401 35
8	Leeds	3452 94	133 00	53 00	... ...	22 00	98 99	3759 93
9	Lanark	2908 00	410 00	287 50	135 00	115 00	156 50	4012 00
10	Renfrew	1403 00	... ...	309 20	315 00	... ...	35 25	2062 45
11	Frontenac	2263 40	... ...	19 34	... ...	... ...	44 88	2327 62
12	Addington	1728 75	598 00	11 00	... ...	... ...	108 01	2445 76
13	Lennox	776 00	... ...	16 25	... ...	... ...	... ...	792 25
14	Prince Edward	1966 60	250 00	170 56	... ...	44 00	134 87	2566 03
15	Hastings	3439 86	... ...	160 99	... ...	44 00	190 37	3835 22
16	Northumberland	3291 22	350 00	95 81	... ...	... ...	52 75	3789 78
17	Durham	3152 80	... ...	132 30	... ...	109 00	... ...	3394 10
18	Peterborough	1778 00	200 00	164 52	25 00	22 00	128 88	2318 40
19	Victoria	1641 00	200 00	89 25	... ...	22 00	77 12	2029 37
20	Ontario	3359 20	200 00	173 01	... ...	64 00	50 25	3846 46
21	York	6233 12	1420 00	483 17	22 00	282 00	108 69	8548 98
22	Peel	2710 00	192 00	110 39	... ...	88 00	29 87	3130 26
23	Simcoe	3488 10	100 00	397 01	... ...	99 00	129 00	4213 11
24	Halton	2186 00	400 00	318 49	... ...	103 00	23 00	3030 49
25	Wentworth	2659 00	500 00	112 21	... ...	20 00	13 00	3304 21
26	Brant	1969 00	192 00	95 89	... ...	22 00	58 26	2337 15
27	Lincoln	2005 28	367 00	212 74	... ...	44 00	61 75	2690 77
28	Welland	2000 20	520 00	77 38	... ...	22 00	41 31	2660 89
29	Haldimand	2213 44	... ...	122 88	... ...	66 00	... ...	2402 32
30	Norfolk	2807 27	250 00	35 00	30 00	44 00	9 00	2975 27
31	Oxford	3647 00	... ...	176 02	... ...	66 00	15 12	3904 14
32	Waterloo	3279 73	... ...	209 97	... ...	21 00	... ...	3510 70
33	Wellington	3320 60	480 00	297 30	... ...	106 00	37 56	4241 46
34	Grey	1750 00	... ...	51 03	... ...	... ...	6 50	1807 53
35	Perth	2566 92	... ...	124 57	60 00	37 00	... ...	2788 49
36	Huron	3261 00	... ...	323 59	190 00	82 00	53 38	3909 97
37	Bruce	1372 24	... ...	100 25	210 00	12 00	... ...	1694 49
38	Middlesex	4277 36	... ...	254 75	25 00	86 00	92 87	4735 96
39	Elgin	2815 00	... ...	142 00	... ...	110 00	16 50	3083 50
40	Kent	2162 89	... ...	50 50	60 00	81 00	66 00	3420 39
41	Lambton	1770 00	... ...	112 63	... ...	64 00	... ...	1946 63
42	Essex	2021 93	... ...	67 20	44 00	22 00	26 00	2181 13
	Total	104658 25	8242 00	5720 08	1221 00	2159 00	2549 13	124549 46

Table Q.—(*Continued.*) THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER

	THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID. For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1858.
	Cities.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Toronto	6443 36	1000 00	263 24	... ...	725 00	... ...	8431 60
2	Hamilton	2434 80	650 00	155 21	... ...	190 00	10 00	3440 01
3	Kingston	2213 25	640 00	... ...	... ...	40 00	... ...	2893 25
4	London	1591 45	1120 00	... ...	... ...	106 00	... ...	2817 45
5	Ottawa	2075 20	680 00	... ...	... ...	22 00	... ...	2777 20
	Total.....	14758 06	4090 00	418 45	... ...	1083 00	10 00	20359 51
	Towns.							
1	Belleville	939 04	800 00	... ...	... ...	... ...	... ...	1739 04
2	Bowmanville	220 00	220 00	50 88	... ...	... ...	... ...	490 88
3	Brantford	555 10	400 00	... ...	... ...	... ...	... ...	955 10
4	Brockville	643 00	650 00	... ...	... ..	... ...	57 25	1350 25
5	Chatham	383 15	740 00	85 00	... ...	44 00	... ...	1252 15
6	Cobourg	452 98	600 00	61 37	... ...	... ...	... ...	1114 35
7	Collingwood	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
8	Cornwall	190 00	874 00	10 00	... ...	22 00	26 38	1122 38
9	Dundas	530 13	250 00	10 69	... ...	... ...	... ...	790 82
10	Galt	277 00	600 00	24 27	... ...	... ...	... ...	901 27
11	Goderich	280 00	720 00	20 00	... ...	66 00	... ...	1086 00
12	Guelph	631 20	520 00	69 51	... ...	44 00	... ...	1264 71
13	Lindsay	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
14	Milton	do.	440 00	2 50	... ...	... ...	... ...	442 50
15	Niagara	475 32	400 00	23 80	... ...	64 00	... ...	963 12
16	Oakville	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
17	Owen Sound	142 00	396 00	... ...	... ..	... ...	... ...	538 00
18	Paris	293 72	400 00	23 13	... ...	... ...	... ...	716 85
19	Perth	265 28	290 00	... ...	... ...	... ...	20 75	576 03
20	Peterborough	486 36	400 00	... ...	... ...	... ...	... ...	886 36
21	Picton	242 28	450 00	... ...	... ...	... ...	... ...	692 28
22	Port Hope	440 00	580 00	20 00	... ...	22 00	... ...	1062 00
23	Prescott	445 71	520 00	... ...	... ...	... ...	... ...	965 71
24	Sandwich	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
25	Sarnia	100 00	600 00	13 32	... ...	... ...	... ...	713 32
26	St. Catharine's	863 70	250 00	34 98	... ...	... ...	... ...	1148 68
27	Whitby	203 00	400 00	20 00	... ...	... ...	... ...	623 00
28	Windsor	129 00	400 00	5 00	... ...	... ...	... ...	534 00
	Total.....	9187 97	11900 00	474 45	... ...	262 00	104 38	21928 80
	Town Municipalities.							
1	Amherstburgh	420 67	... ...	22 30	... ...	... ...	... ...	442 97
2	Barrie	271 11	650 00	96 97	... ...	... ...	... ...	1018 08
3	Clifton	40 00	... ...	29 07	... ...	... ...	... ...	69 07
4	Simcoe	208 00	630 00	34 48	... ...	22 00	... ...	894 48
5	Woodstock	288 00	760 00	15 00	... ...	... ...	... ...	1063 00
	Total.....	1227 78	2040 00	197 82	... ...	22 00	... ...	3487 60

SCHOOLS OF UPPER CANADA. **Table Q.**—*(Continued.)*

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

	AMOUNT RAISED FROM LOCAL SOURCES. AS AN EQUIVALENT. For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to the Superannuated Teachers' Fund.	Total from local sources as an equivalent.	Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1858.	Grand total from Legislative and local sources, 1858.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	28672 00	263 24	... ...	28935 24	3858 53	32793 77	41225 37
2	18660 00	155 21	... ...	18815 21	13425 01	32240 22	35680 23
3	8918 00	... ...	... ...	8918 00	3029 15	11947 15	14840 40
4	9991 98	... ...	... ...	9991 98	6460 72	16452 70	19270 15
5	4000 00	... ...	... ...	4000 00	4698 75	8698 75	11475 95
	70241 98	418 45	... ...	70660 43	31472 16	102132 59	122192 10
1	2557 54	... ...	... ...	2557 54	5073 46	7631 00	9370 04
2	2020 00	50 88	... ...	2070 88	1280 22	3351 10	3841 98
3	5863 33	... ...	... ...	5863 33	7160 64	13023 97	13979 07
4	2745 00	... ...	... ...	2745 00	878 83	3623 83	4974 08
5	2039 93	85 00	... ...	2124 93	1973 41	4098 34	5350 49
6	2300 00	61 37	8 00	2369 37	3326 19	5695 56	6809 91
7	... ...	... ...	... ...	... ...	... ...	... ...	... ...
8	1000 00	10 00	... ...	1010 00	963 46	1973 46	3095 84
9	362 90	10 69	... ...	373 59	6076 92	6450 51	7241 33
10	4190 68	24 27	... ...	4214 95	3669 08	7884 03	8785 30
11	2800 00	20 00	... ...	2820 00	2020 16	4840 16	5926 16
12	2393 60	69 51	... ...	2463 11	2528 14	4991 25	6255 96
13	... ...	... ...	... ...	... ...	... ...	... ...	... ...
14	... ...	2 50	... ...	2 50	234 00	236 50	679 00
15	720 00	23 80	... ...	743 80	1549 40	2293 20	3256 32
16	... ...	... ...	... ...	... ...	... ...	... ...	... ...
17	1757 23	... ...	... ...	1757 23	2610 65	4367 87	4905 67
18	7017 19	23 13	16 00	7056 32	1500 06	8556 38	9273 23
19	265 28	... ...	4 00	269 28	5918 74	6188 02	6764 05
20	900 00	... ...	... ...	900 00	1463 09	2363 09	3250 05
21	880 00	... ...	4 00	884 00	3004 83	3888 83	4581 11
22	2473 25	20 00	... ...	2493 25	2714 26	5207 51	6269 51
23	300 00	... ...	4 00	304 00	2067 93	2371 93	3337 64
24	... ...	... ...	... ...	... ...	... ...	... ...	... ...
25	700 00	13 32	... ...	713 32	1378 45	2091 77	2805 09
26	2496 00	34 98	... ...	2530 98	4015 01	6545 99	7694 67
27	2700 00	20 00	... ...	2720 00	1152 10	3872 10	4195 10
28	1871 00	5 00	... ...	1876 00	... ...	1876 00	2410 00
	50352 92	474 45	36 00	50863 37	62559 63	113423 00	135351 80
1	700 00	22 30	... ...	722 30	319 84	1042 14	1485 11
2	600 00	93 97	... ...	696 97	1232 47	1929 44	2947 52
3	1430 67	29 07	... ...	1459 74	289 86	1749 60	1818 67
4	4680 00	34 48	... ...	4714 48	3517 54	8232 02	9126 50
5	1800 00	15 00	... ...	1815 00	1701 02	3516 02	4579 02
	9210 67	127 82	... ...	9408 49	7060 73	16469 22	19956 82

Table Q.—(*Continued.*) THE GRAMMAR AND COMMON

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER

	THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID. For Common School purposes.	For Grammar School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1858.
	Incorporated Villages.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	Berlin	147 00	440 00	18 00	... ...	... ...	... ...	605 00
2	Bradford	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
3	Brampton	115 00	390 00	... ...	... ...	... ...	... ...	505 00
4	Caledonia	104 00	220 00	35 10	... ...	... ...	... ...	359 10
5	Chippewa	137 00	... ...	... ...	... ...	... ...	... ...	137 00
6	Clinton	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
7	Elora	do.	... ...	... ...	... ...	... ...	... ...	... ...
8	Fergus	do.	... ...	... ...	... ...	... ...	... ...	... ...
9	Fort Erie	do.	... ...	... ...	... ...	... ...	... ...	... ...
10	Ingersoll	200 00	360 00	... ...	... ...	... ...	... ...	560 00
11	Iroquois	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
12	Kemptville	196 00	230 00	106 00	... ...	... ...	... ...	532 00
13	Kincardine	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
14	Mitchell	do.	... ...	... ...	... ...	... ...	... ...	... ...
15	Napanee	155 36	300 00	... ...	... ...	22 00	... ...	477 36
16	New Hamburg	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
17	Newcastle	125 00	... ...	... ...	... ...	... ...	... ...	125 00
18	Newmarket	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
19	Oshawa	150 05	300 00	... ...	... ...	... ...	... ...	450 05
20	Preston	144 40	... ...	20 10	... ...	... ...	... ...	164 50
21	St. Mary's	129 00	... ...	11 00	... ...	... ...	... ...	140 00
22	St. Thomas	172 00	558 00	31 64	... ...	44 00	... ...	805 64
23	Smith's Falls	110 00	260 00	... ...	... ...	... ...	... ...	370 00
24	Stratford	171 00	600 00	... ...	... ...	... ...	... ...	771 00
25	Streetsville	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
26	Thorold	244 26	... ...	6 00	... ...	... ...	... ...	250 26
27	Trenton	144 00	... ...	... ...	... ...	... ...	... ...	144 00
28	Vienna	108 00	452 00	... ...	... ...	... ...	... ...	560 00
29	Waterloo	in Tp.	... ...	... ...	... ...	... ...	... ...	... ...
30	Yorkville	140 00	... ...	... ...	... ...	22 00	... ...	162 00
	Total	2692 07	4110 00	227 84	... ...	88 00	... ...	7117 91
1	Counties	104658 25	8242 00	5720 08	1221 00	2159 00	2549 13	124549 46
2	Cities	14758 06	4090 00	418 45	... ...	1083 00	10 00	20359 51
3	Towns	9187 97	11900 00	474 45	... ...	262 00	104 38	21928 80
4	Town Municipalities	1227 78	2040 00	197 82	... ...	22 00	... ...	3487 60
5	Villages	2692 07	4110 00	227 84	... ...	88 00	... ...	7117 91
			Salaries and contingencies of Model Grammar Schools (less the Fees and $50 57 for Apparatus, &c. in next column.)	Normal, Model, and Model Grammar Schools 621 89 Asylum, Penitentiary, &c. 236 11		For salaries and contingencies of Normal and Model Schools (less the Model School Fees and $571 32 for Apparatus, &c. in 3rd column)		
			3913 98			10494 46		15266 44
	Total 1858	132524 13	34295 98	7896 64	1221 00	14108 46	2663 51	192709 72
	Balances	... ...	... ...	... ...	... ...	... ...	... ...	... ...
	Grand Total 1858	132524 13	34295 98	7896 64	1221 00	14108 46	2663 51	192709 72
	Grand Total 1857	131803 68	28169 00	17159 60	1120 00	17023 63	4426 85	199704 76
	Increase	717 45	6126 98	... ...	101 00	... ...	... ...	... ...
	Decrease	... ...	... ...	9262 96	... ...	2914 17	1763 34	6995 04

Schools of Upper Canada. Table Q.—(*Continued.*)

WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

	AMOUNT RAISED FROM LOCAL SOURCES. AS AN EQUIVALENT. For Common School purposes.	For Public School Libraries, Maps, Apparatus and Prizes.	Subscriptions to the Superannuated Teachers' Fund	Total from local sources as an equivalent.	Other moneys raised by Trustees and others for Grammar and Common School purposes.	Total from local sources, 1858.	Grand total from Legislative and local sources, 1858.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	1386 30	18 00	... ...	1404 30	558 65	1962 95	2567 95
2	... ...	... ...	... ...	... ...	... ...	... ...	... ...
3	1400 00	... ...	... ...	1400 00	424 38	1824 38	2329 38
4	880 00	35 10	... ...	915 10	875 40	1790 50	2149 60
5	882 54	... ...	... ...	882 54	447 57	1330 11	1467 11
6	... ...	... ...	... ...	... ...	... ...	... ...	... ...
7	... ...	... ...	... ...	... ...	... ...	... ...	... ...
8	... ...	... ...	... ...	... ...	... ...	... ...	... ...
9	... ...	... ...	... ...	... ...	... ...	... ...	... ...
10	6457 15	... ...	... ...	6457 15	1013 85	7471 00	8031 00
11	... ...	... ...	... ...	... ...	... ...	... ...	... ...
12	866 45	106 00	... ...	972 45	1006 78	1979 23	2511 23
13	... ...	... ...	... ...	... ...	... ...	... ...	... ...
14	... ...	... ...	... ...	... ...	... ...	... ...	... ...
15	100 00	... ...	... ...	100 00	1631 35	1731 35	2208 71
16	... ...	... ...	... ...	... ...	... ...	... ...	... ...
17	125 00	... ...	... ...	125 00	1818 86	1943 86	2068 86
18	... ...	... ...	... ...	... ...	... ...	... ...	... ...
19	1000 00	... ...	... ...	1000 00	1649 37	2649 37	3099 42
20	1384 51	20 10	... ...	1404 61	279 30	1684 20	1848 70
21	2000 00	11 00	... ...	2011 00	3155 51	5166 51	5808 51
22	840 00	31 64	... ...	871 64	2259 70	3131 34	3936 96
23	600 00	... ...	... ...	600 00	779 41	1379 41	1719 41
24	1900 00	... ...	... ...	1900 00	1375 85	3275 85	4046 85
25	... ...	... ...	... ...	... ...	... ...	... ...	... ...
26	2000 00	6 00	... ...	2006 00	1041 84	3047 84	3298 10
27	724 72	... ...	... ...	724 72	831 72	1556 44	1700 44
28	633 56	... ...	... ...	633 56	902 59	1536 15	2096 15
29	... ...	... ...	... ...	... ...	... ...	... ...	... ...
30	800 00	... ...	... ...	800 00	1505 42	2305 42	2467 42
	23980 23	227 84	... ...	24208 07	21557 84	45765 91	52883 82
1	116718 06	*5720 08	426 00	122864 14	750891 57	873755 71	996109 17
2	70241 98	418 45	... ...	70660 43	31472 16	102132 59	122492 10
3	50352 92	474 45	36 00	50863 37	62559 63	113423 00	135351 80
4	9210 67	197 82	... ...	9408 49	7060 73	16469 22	19956 82
5	23980 23	227 84	... ...	24208 07	21557 84	45765 91	52883 82
		Normal, Model, and Model Grammar Schools 621 89		858 00	Model Grammar School Fees 521 00	4156 85	19423 29
		Asylum, Penitentiary, &c. 236 11			Model School Fees, &c. 2777 85		
	270303 86	7896 64	462 00	278862 50	876840 78	1155703 28	1349413 00
	... ...	... ...	... ...	... ...	6116 00	6116 00	6116 00
	270503 86	7896 64	462 00	278862 50	882956 78	1161819 28	1355529 00
	247816 20	17159 60	508 00	265483 80	967095 28	1232579 08	1432283 84
	22687 66	... ...	... ...	13378 70	... ...	... ...	... ...
	... ...	9262 96	46 00	... ...	84138 50	70759 80	77754 84

* On page cxi, the 100 per cent allowed by the Department from the Legislative Grant was erroneously added to the local amount received from the counties, but the entry is here corrected.

Table R. EDUCATIONAL SUMMARY

	MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS. No. of Common Schools.	No. of Common School pupils.	Amount expended for Common School purposes during 1858. $ c.
	Counties.			
1	Glengarry	70	4117	11300 52
2	Stormont	71	4137	9023 50
3	Dundas	73	4413	11070 19
4	Prescott	61	2947	7904 78
5	Russell	20	907	4763 02
6	Carleton	97	5945	17657 63
7	Grenville	91	5517	13471 16
8	Leeds	148	8726	24734 69
9	Lanark	117	6870	24361 06
10	Renfrew	53	3237	6974 96
11	Frontenac	86	5289	14556 40
12	Addington	66	4221	10238 08
13	Lennox	46	2213	6457 46
14	Prince Edward	86	5210	20923 63
15	Hastings	139	9363	28067 93
16	Northumberland	125	8979	27109 98
17	Durham	106	8737	34362 00
18	Peterborough	61	4545	14713 48
19	Victoria	63	4570	9223 73
20	Ontario	110	10161	33394 67
21	York	138	12844	56195 55
22	Peel	82	6705	23983 27
23	Simcoe	135	9038	34169 99
24	Halton	50	4086	19781 94
25	Wentworth	79	6640	29673 56
26	Brant	81	6725	40853 59
27	Lincoln	80	6075	23051 34
28	Welland	86	6004	22954 47
29	Haldimand	82	6073	21692 40
30	Norfolk	109	7124	24962 51
31	Oxford	112	11119	47123 59
32	Waterloo	90	9480	39344 99
33	Wellington	106	10426	30304 46
34	Grey	100	6012	15211 10
35	Perth	76	7372	27384 15
36	Huron	116	9670	33952 85
37	Bruce	78	4223	11812 56
38	Middlesex	159	11003	36294 37
39	Elgin	114	7816	25296 23
40	Kent	82	5090	19890 53
41	Lambton	99	5185	22989 03
42	Essex	67	4268	16701 25
	Cities.			
1	Toronto	14	6549	32041 55
2	Hamilton	9	4816	21853 67
3	Kingston	13	3180	12535 49
4	London	6	2833	10686 08
5	Ottawa	14	1724	7593 94
	(Towns and Villages are included in their respective Counties.)			
	Total	3866	293683	1043135 32
	Balances	...	...	203355 06
	Grand Total 1858	3866	293683	1246490 38
	Grand Total 1857	3731	272637	1212158 15
	Increase	135	21046	36332 23
	Decrease	...	...	... ...

FOR THE YEAR 1858. **Table R.**

	GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.				GRAND TOTAL.		
	No. of Grammar Schools.	No. of Grammar School pupils.	Amount expended for Grammar School purposes during 1858.	No. of other Educational Institutions.	No. of their pupils.	Amount received by other Educational Institutions during 1858.	Amount expended for Superannuated Teachers, Normal School, Normal School Students, and Poor Schools.	Total No. of Educational Institutions.	Total No. of pupils attending them.	Total Amount expended for Educational purposes during 1858.
			$ c.			$ c.	$ c.			$ c.
1	1	51	341 00	2	20	42 00	269 87	73	4188	11953 39
2	1	43	1467 05	2	102	302 00	148 07	74	4282	10940 62
3	1	65	443 75	1	27	... ...	33 56	75	4505	11547 50
4	2	102	662 35	...	...	... ...	78 38	63	3019	8645 51
5	...	...	... ...	1	30	... ...	... ...	21	937	4763 02
6	1	63	208 80	...	...	... ...	339 95	98	6008	18206 38
7	2	192	1761 00	4	60	360 00	207 00	97	5769	17799 16
8	2	105	1695 75	7	152	294 00	178 24	157	8983	26901 68
9	4	221	2266 07	7	150	510 00	427 25	128	7241	27564 38
10	...	...	... ...	...	...	... ...	350 25	53	3237	7325 21
11	..	...	... ...	1	40	... ...	44 88	87	5329	14001 28
12	2	136	727 95	2	65	187 00	108 01	70	4422	11261 04
13	1	106	782 76	1	12	... ...	22 00	48	2330	7262 22
14	2	205	1567 50	2	65	900 00	178 87	90	5480	23569 90
15	1	167	1278 25	6	65	80 00	234 37	146	9595	29660 55
16	3	124	1954 67	14	514	10436 00	52 75	142	9617	39553 40
17	2	193	2810 28	10	219	1704 00	131 00	118	9149	39007 28
18	2	66	600 00	3	60	... ...	175 88	66	4671	15489 36
19	1	22	240 00	1	6	... ...	99 12	65	4598	9562 85
20	3	171	1263 42	14	115	801 00	114 25	127	10447	35573 34
21	4	251	2886 47	24	321	1021 00	434 09	166	13416	60787 71
22	2	117	824 90	7	38	580 00	117 87	91	6860	27506 04
23	2	76	891 88	8	126	350 00	228 00	145	9240	35639 87
24	2	102	1618 00	16	287	2312 00	126 00	68	5375	23837 94
25	3	111	2280 18	15	265	646 00	33 00	97	7016	32632 74
26	3	134	2051 32	8	137	1260 00	80 26	92	6996	44945 17
27	4	199	4460 10	4	15	... ...	169 75	88	6289	27681 19
28	2	82	1713 50	12	168	710 00	63 31	100	6254	25441 28
29	1	46	655 54	2	25	350 00	66 00	85	6144	22763 94
30	2	86	1483 11	8	142	2012 00	105 00	119	7352	28412 62
31	2	102	1329 50	9	95	1200 00	81 12	123	11316	49734 21
32	2	94	2751 34	8	120	589 00	21 00	100	9604	42706 33
33	2	133	2018 97	13	266	1655 25	187 56	121	10825	34366 24
34	1	73	458 58	3	50	22 50	6 50	104	6135	15648 68
35	1	48	1070 33	3	45	1600 00	97 00	80	7465	30157 48
36	1	44	1204 01	3	36	556 00	391 38	120	9750	36104 24
37	...	...	... ...	3	75	60 00	222 00	81	4298	12094 56
38	...	...	... ...	3	38	36 00	203 87	162	11041	36534 24
39	2	141	2163 69	5	53	814 37	170 50	121	8010	28444 79
40	1	73	1397 99	7	160	900 00	251 00	90	5923	22439 52
41	1	64	984 38	1	25	400 00	64 00	101	5274	24437 41
42	1	...	400 00	5	65	... ...	92 00	73	4333	17283 25
1	1	116	3289 71	22	1300	100600 00	725 00	37	7965	136656 26
2	1	173	650 00	16	680	6001 80	200 00	26	5669	28705 47
3	1	42	1811 80	17	792	27129 00	40 00	31	4014	41516 29
4	1	60	1939 50	3	341	3004 00	106 00	10	3234	15735 58
5	1	60	1370 25	10	340	2460 00	22 00	25	2124	11388 19
	Grammar School Inspection and Examinations		For salaries, contingencies, and fees of the Model Gram. School 4485 55 ..... 890 00				Students aid, Salaries and contingencies of Normal and Model Schools 17457 63	Normal, Model & M. Grm. Schools 4	Normal, Model & M. Grm. Schools 777	17457 63 5375 55
	75	4459	67006 20	313	7707	171824 92	24956 14	4258	306626	1306922 58
	...	...	10522 62	...	...	... ...	... ...	...	...	215877 68
	75	4459	77528 82	313	7707	171824 92	24956 14	4258	306626	1522800 26
	72	4073	76707 47	288	7855	167631 55	38770 69	4094	285276	1495267 86
	3	386	821 35	25	...	4193 37	... ...	164	21350	27532 40
	...	...	... ...	...	148	... ...	13814 55	...	...	... ...

Table S.—A General Statistical Abstract exhibiting the comparative State and Academies, Private, Grammar, Common, Normal and Model Schools, during the years

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.
1	Population of Upper Canada during the years	486,055		...	*622,570	...	...
2	Population between the ages of 5 and 16 years	141,143		183,539	202,913	204,580	230,975
3	Colleges in operation	5		5	5	5	6
4	County Grammar Schools and Academies	*25		*25	*30	*31	33
5	Private Schools reported	*44		*60	*65	*80	96
6	Normal and Model Schools for Upper Canada	...		...	...	...	2
7	Total Common Schools in operation as reported	1,721		2,610	2,736	2,589	2,727
8	Grand Total Educational Establishments in operation in Upper Canada	1,795		2,700	2,836	2,705	2,863
9	Free Schools reported in operation	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities	do		do	do	do	700
11	Total Pupils attending Academies and County Grammar Schools	do		do	do	do	1,000
12	Total Pupils attending Private Schools	do		do	do	do	1,831
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada	do		do	do	do	...
14	Total Pupils attending the Common Schools of Upper Canada	65,978		96,756	110,002	101,912	124,829
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools	65,978		96,756	110,002	101,912	128,360
16	Total amount Paid for the Salaries of Common School Teachers in Upper Canada	$166,000		$206,856	$286,056	$271,624	310,396
17	Total Amount available for the erection or repairs of Common School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.
18	Grand Total available for Common School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	do		do	do	do	do
19	Amount *received* by other Educational Institutions, &c.	do		do	do	do	do
20	Grand Total *payable* or *available* for Educational purposes in Upper Canada	do		do	do	do	do
21	Total Common School Teachers in U. Canada	...		...	2,860	2,925	3,028
	Total Male do do	...		...	...	...	2,365
	Total Female do do	...		...	...	...	663
22	Average number of Months each Common School has been kept open by a qualified Teacher§	...		7½	8	8½	8½

No Reports for this year were received, in consequence of a change in the School Law.

* An Approximation only—no specific information having been received by the Department.
§ Including holidays and vacations.

¶ Apparently a decrease in these items, caused by omitting the balances due (but not collected at the end of the included in the tables of former years. See Table A. page xxxvi. The total amount available for Educational purposes

Note.—The Returns in the foregoing Table, up to the year 1847, are not very complete: but since that period they Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the private than official, which should not be the case. The Annual Report of a Department of Public Instruction should Primary, Intermediate and Superior.

PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, Colleges, 1842 to 1858, inclusive. Compiled from returns in the Educational Department.

No.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.
1	725,879	...	803,493	950,551	953,239	...	...	...	...	...	...
2	241,102	253,364	259,258	258,607	262,755	268,957	277,912	297,623	...	324,888	360,578
3	6	7	7	7	8	8	9	10	12	12	12
4	33	39	57	70	74	79	84	94	89	109	121
5	117	157	224	159	167	174	186	278	239	239	255
6	2	2	2	2	3	3	3	3	3	3	4
7	2,800	2,871	3,059	3,001	3,010	3,127	3,244	3,325	3,472	3,731	3,866
8	2,958	3,076	3,349	3,239	3,262	3,391	3,528	3,710	3,815	4,094	4,238
9	No Reports.	No Reports.	252	855	901	1,052	1,177	1,211	1,263	1,707	1,936
10	740	773	684	632	751	756	806	1,100	1,335	‖1,335	‖1,335
11	1,115	1,120	2,070	2,800	3,194	3,839	5,153	†4,779	†4,393	5,190	5,530
12	2,345	3,648	4,663	3,948	5,133	3,822	4 607	6,531	5,213	5,406	5,301
13	256	400	370	356	645	735	622	643	772	746	777
14	130,739	138,465	151,891	168,159	179,587	194,736	204,168	227,864	251,145	272,637	293,683
15	135,195	144,406	159,678	175,895	189,310	203,888	215,356	240,917	262,858	285,314	306,626
16	$344,276	$333,912	$353,716	$391,308	$423,948	$489,764	$578,868	$680,108	$779,680	$860,232	¶$777,616
17	No Reports.	No Reports.	$56,756	$77,336	$100,366	$128,072	$175,472	$219,164	$296,428	$351,926	¶$265,519
18	do	do	$410,472	$468,644	$529,314	$617,836	$754,340	$899,272	$1,078,108	$1,212,158	¶$1,043,135
19	do	do	...	$131,336	$147,956	$150,104	$174,016	‡ $256,720	‡$248,884	‡$283,109	‡$263,787
20	do	do	...	$599,980	$677,270	$767,940	$928,356	1,155,992	$1,326,992	$1,495,267	¶$1,306922
21	3,177	3,209	3,476	3,277	3,388	3,539	3,539	3,565	3,689	4,083	4,202
	2,507	2,505	2,697	2,551	2,541	2,601	2,508	2,568	2,622	2,787	2,965
	670	704	779	726	847	938	1,031	997	1,067	1,296	1,237
22	9	$9\frac{1}{10}$	$9\frac{1}{11}$	$9\frac{1}{2}$	$9\frac{1}{3}$	$9\frac{1}{4}$	$9\frac{17}{30}$	$9\frac{1}{2}$	10	10	$10\frac{1}{3}$

† A decrease—caused by the institution of an Entrance Examination for the Grammar Schools.
‡ Including Grammar, Normal and Model Schools, &c.
‖ Taken from 1856—no report being received since.

year). Formerly, they were assumed to be available for the year, being in process of collection; they were, therefore in Upper Canada (No. 20, above,) according to the former mode of calculation would be $1.516,000.

have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The University; but hitherto the sources of information regarding this latter class of Institutions have been rather present, in one comprehensive tabular view, the actual state and progress of *all* our Educational Institutions—

Table T. The Grants to Grammar and Common

Statement No. 1.—The Legislative

	MUNICIPALITIES.	Amount Paid.*		Amount Unpaid.		Amount of apportionment for 1858. To Common Schools.		To Separate Schools.		Total.	
	Counties.	$	c.	$	c.	$	c.	$	c.	$	c.
1	Stormont, Dundas and Glengarry	5946	56	27	91	5721	00	253	47	5974	47
2	Prescott and Russell	2008	28	8	46	1943	00	73	74	2016	74
3	Carleton	3042	64	28	50	3038	00	33	14	3071	14
4	Leeds and Grenville	5637	07	12	54	5515	00	134	61	5649	61
5	Lanark and Renfrew	4311	00	..	..	4311	00	..	..	4311	00
6	Frontenac, Lennox and Addington	4768	15	46	16	4662	00	152	81	4814	81
7	Prince Edward	1966	60	20	40	1974	00	13	00	1987	00
8	Hastings	3439	86	..	..	3384	00	55	86	3439	86
9	Northumberland and Durham	6444	02	..	..	6421	60	22	42	6444	02
10	Peterborough and Victoria	3419	00	..	..	3349	00	70	00	3419	00
11	Ontario	3359	20	..	..	3359	20	..	..	3359	20
12	York and Peel	8943	12	51	72	8763	00	231	84	8994	84
13	Simcoe	3488	10	..	..	3380	00	108	10	3488	10
14	Halton	2186	00	..	..	2186	00	..	..	2186	00
15	Wentworth	2659	00	..	..	2659	00	..	..	2659	00
16	Brant	1969	00	..	..	1969	00	..	..	1969	00
17	Lincoln	2005	28	..	..	1959	00	46	28	2005	28
18	Welland	1965	00	..	..	1965	00	..	..	1965	00
19	Haldimand	2213	44	..	..	2176	00	37	44	2213	44
20	Norfolk	2607	27	..	..	2603	00	4	27	2607	27
21	Oxford	3647	00	..	..	3647	00	..	..	3647	00
22	Waterloo	3279	73	..	..	3154	00	125	73	3279	73
23	Wellington	3336	60	30	92	3211	00	156	52	3367	52
24	Grey	1750	00	..	..	1750	00	..	..	1750	00
25	Perth	2626	92	..	..	2607	00	19	92	2626	92
26	Huron and Bruce	4633	24	..	..	4555	00	78	24	4633	24
27	Middlesex	4277	36	11	13	4244	00	44	49	4288	49
28	Elgin	2815	00	..	..	2815	00	..	..	2815	00
29	Kent	2162	89	8	89	2154	00	17	78	2171	78
30	Lambton	1770	00	..	..	1770	00	..	..	1770	00
31	Essex	2021	93	..	..	1979	00	42	93	2021	93

* Up to August, 1859.

SCHOOLS IN UPPER CANADA, 1858. **Table T.**—*(Continued.)*

APPORTIONMENT TO COMMON SCHOOLS.

	MUNICIPALITIES.	Amount Paid.*		Amount Unpaid.		AMOUNT OF APPORTIONMENT FOR 1858.					
						To Common Schools.		To Separate Schools.		Total.	
	Cities.	$	c.	$	c.	$	c.	$	c.	$	c.
1	Toronto	6443	36	..	..	4400	00	2043	36	6443	36
2	Hamilton	2434	80	..	..	1920	00	514	80	2434	80
3	Kingston	2213	25	..	..	1520	00	693	25	2213	25
4	London	1591	45	..	..	1440	00	151	45	1591	45
5	Ottawa	2075	20	..	.	1120	00	955	20	2075	20
	Towns.										
1	Belleville	939	04	..	..	574	00	365	04	939	04
2	Bowmanville	220	00	..	..	220	00	..	..	220	00
3	Brantford	555	10	..	..	510	00	45	10	555	10
4	Brockville	643	00	..	..	440	00	203	00	643	00
5	Chatham	383	15	..	..	348	00	35	15	383	15
6	Cobourg	452	98	..	..	384	00	68	98	452	98
7	Cornwall	190	00	..	..	190	00	..	..	190	00
8	Dundas	530	13	..	..	369	00	161	13	530	13
9	Galt	277	00	..	..	277	00	..	..	277	00
10	Goderich	280	00	..	..	280	00	..	..	280	00
11	Guelph	631	20	..	..	384	00	247	20	631	20
12	Niagara	475	32	..	..	327	00	148	32	475	32
13	Owen Sound	142	00	..	..	142	00	..	..	142	00
14	Paris	293	72	..	..	245	00	48	72	293	72
15	Perth	265	28	..	..	200	00	65	28	265	28
16	Peterborough	486	36	..	..	243	00	243	36	486	36
17	Picton	242	28	..	..	189	00	53	28	242	28
18	Port Hope	440	00	..	..	440	00	..	..	440	00
19	Prescott	445	71	..	..	243	00	202	71	445	71
20	Sarnia	100	00	..	.	100	00	..	..	100	00
21	St. Catherine's	863	70	..	..	554	00	309	70	863	70
22	Whitby	203	00	..	..	203	00	..	..	203	00
23	Windsor	129	00	..	..	129	00	..	..	129	00
	Town Municipalities.										
1	Amherstburgh	420	67	..	..	240	00	180	67	420	67
2	Barrie	271	11	..	..	160	00	111	11	271	11
3	Clifton	75	20	..	..	40	00	35	20	75	20
4	Simcoe	208	00	..	..	208	00	..	..	208	00
5	Woodstock	288	00	..	..	288	00	..	..	288	00

* Up to August, 1859.

Table T.—(*Continued.*) THE GRANTS TO GRAMMAR AND COMMON

STATEMENT No. 1.—(*Continued.*)

	MUNICIPALITIES.	Amount Paid.		Amount Unpaid.		AMOUNT OF APPORTIONMENT FOR 1858. To Common Schools.		To Separate Schools.		Total.	
	Incorporated Villages.	$	c.	$	c.	$	c.	$	c.	$	c.
1	Berlin	147	00	..	..	147	00	..	..	147	00
2	Brampton	115	00	..	..	115	00	..	..	115	00
3	Caledonia	104	00	..	..	104	00	..	..	104	00
4	Chippewa	137	00	..	..	137	00	..	..	137	00
5	Ingersoll	200	00	..	..	200	00	..	..	200	00
6	Kemptville	196	00	..	..	196	00	..	..	196	00
7	Napanee	155	86	..	..	146	00	9	86	155	86
8	Newcastle	125	00	.	..	125	00	..	..	125	00
9	Oshawa	150	05	..	..	128	00	22	05	150	05
10	Preston	144	40	..	..	134	00	10	40	144	40
11	St. Mary's	129	00	..	..	129	00	..	..	129	00
12	St. Thomas	172	00	..	..	172	00	..	..	172	00
13	Smith's Falls	110	00	..	..	110	00	..	..	110	00
14	Stratford	171	00	..	..	171	00	..	..	171	00
15	Thorold	244	26	..	..	161	00	83	26	244	26
16	Trenton	144	00	..	..	144	00	..	..	144	00
17	Vienna	108	00	..	..	108	00	..	..	108	00
18	Yorkville	140	00	..	..	140	00	..	..	140	00
	Grand Total	132600	84	246	63	124117	80	8729	17	132846	97

SCHOOLS IN UPPER CANADA, 1858. Table T.—(*Continued.*)

STATEMENT No. 2.—THE UPPER CANADA GRAMMAR SCHOOL FUND, 1858.

	COUNTY MUNICIPALITIES.	Amount Paid.*		Amount Unpaid.		Amount of Apportionment.	
		$	c.	$	c.	$	c.
1	Stormont, Dundas and Glengarry	1394	00	46	00	1440	00
2	Prescott and Russell	750	00	..	..	750	00
3	Carleton	890	00	270	00	1160	00
4	Leeds and Grenville	1533	00	67	00	1600	00
5	Lanark and Renfrew	1250	00	..	..	1250	00
6	Frontenac, Lennox and Addington	1538	00	62	00	1600	00
7	Prince Edward	700	00	140	00	840	00
8	Hastings	800	00	400	00	1200	00
9	Northumberland and Durham	1750	00	50	00	1800	00
10	Peterborough and Victoria	900	00	100	00	1000	00
11	Ontario	900	00	200	00	1100	00
12	York and Peel	3002	00	8	00	3010	00
13	Simcoe	750	00	300	00	1050	00
14	Halton	840	00	..	..	840	00
15	Wentworth	1400	00	..	..	1400	00
16	Brant	992	00	8	00	1000	00
17	Lincoln	1017	00	33	00	1050	00
18	Welland	580	00	260	00	840	00
19	Haldimand	220	00	220	00	440	00
20	Norfolk	880	00	..	..	880	00
21	Oxford	1120	00	..	..	1120	00
22	Waterloo	1040	00	..	..	1040	00
23	Wellington	1000	00	..	..	1000	00
24	Grey	396	00	44	00	440	00
25	Perth	600	00	..	..	600	00
26	Huron and Bruce	720	00	..	..	720	00
27	Middlesex	1120	00	..	..	1120	00
28	Elgin	960	00	200	00	1160	00
29	Kent	740	00	..	..	740	00
30	Lambton	600	00	..	..	600	00
31	Essex	400	00	400	00	800	00
	Total	30782	00	2808	00	33590	00

RECAPITULATION.

	Amount paid on account of 1858, up to August, 1859.		Amount Unpaid.		Amount of Apportionment.	
	$	c.	$	c.	$	c.
Common and Separate Schools	132600	34	246	63	132846	97
Grammar Schools	30782	00	2808	00	33590	00
Poor Schools (as detailed in Account, Table U., Statement No. 2, page cxxvi)	1221	00	..	..	1221	00
	164603	34	3054	63	167657	97

* Up to August, 1859.

Table U.—Accounts of the Educational Department, U. C., for the year 1858.

Statement No. 1.—Legislative Grant to Common Schools, (13 and 14 Vict., ch. 48, sect. 35, clause 1.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Mar. 13.	To proportion of Warrant for this service		10750 00	Jany. 1.	By Balance per account of 1857		714 03
July.....	do. do. do.		126117 80	Jany. 1, to Dec. 31.	By Sundry Payments to the following Municipalities :—		
					Counties.		
					Stormont, Dundas, and Glengarry	5721 00	
					Prescott and Russell, $1943 less $60	1883 00	
					Carleton, $3038 less 60.42	2977 58	
					Leeds and Grenville	5515 00	
					Lanark and Renfrew, $4311, and $158.40 for 1857	4169 40	
					Frontenac, Lennox and Addington	4662 00	
					Prince Edward, $1974 less $20.40	1953 60	
					Hastings	3384 00	
					Northumberland and Durham	6421 60	
					Peterborough and Victoria	3349 00	
					Ontario	3359 20	
					York and Peel	8763 00	
					Simcoe, $3380 less $272	3108 00	
					Halton	2186 00	
					Wentworth	2659 00	
					Brant	1969 00	
					Lincoln	1939 00	
					Welland	1965 00	
					Haldimand	2176 00	
					Norfolk	2603 00	
					Oxford	3647 00	
					Waterloo	3154 00	
					Wellington, $3211 less $16	3195 00	
					Grey	1750 00	
					Perth, $2607 less $60	2547 00	
					Huron and Bruce, $4555, and $120 for 1857	4675 00	
					Middlesex	4244 00	
					Elgin	2815 00	
					Kent	2154 00	
					Lambton	1770 00	
					Essex	1979 00	
							103013 88
					Cities.		
					Toronto	4400 00	
					Hamilton	1920 00	
					Kingston	1520 00	
					London	1440 00	
					Ottawa	1120 00	
							10400 00

Total		$136867 80

Towns.		
Belleville	574 00	
Bowmanville	220 00	
Brantford	510 00	
Brockville	440 00	
Chatham	348 00	
Cobourg	384 00	
Cornwall	190 00	
Dundas	369 00	
Galt	277 00	
Goderich	280 00	
Guelph	384 00	
Niagara	327 00	
Owen Sound	142 00	
Paris	245 00	
Perth	200 00	
Peterborough	243 00	
Picton	189 00	
Port Hope	440 00	
Prescott	243 00	
Sarnia	100 00	
St. Catherines	534 00	
Whitby	203 00	
Windsor	129 00	
		6991 00
Town Municipalities.		
Amherstburgh	240 00	
Barrie	160 00	
Simcoe	208 00	
Woodstock	288 00	
		896 00
Villages.		
Berlin	147 00	
Brampton	115 00	
Caledonia	104 00	
Chippawa	137 00	
Ingersoll	200 00	
Kemptville	196 00	
Napanee	146 00	
Newcastle	125 00	
Oshawa	128 00	
Preston	134 00	
St. Mary's	129 00	
St. Thomas	172 00	
Smith's Falls	110 00	
Stratford	171 00	
Thorold	161 00	
Trenton	144 00	
Vienna	108 00	
Yorkville	140 00	
		2567 00
		124581 41
By Balance in course of expenditure		12286 39
Total		$136867 80

Table U.—(*Continued.*)

Statement No. 2.—Poor School Fund, (16 Vict., ch. 185, sec. 23.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jany. 1...	To Balance unexpended per account of 1857	.....	1870 00	Jany. 1 to Dec. 31.	By Payments to various Counties in aid of the following schools:		
					County of Carleton:		
					Gower North, Sections Nos. 1 and 9	40 00	
					Marlborough, do Nos. 9 and 12	20 00	
					Osgoode, do No. 14	25 00	
					Osgoode, do No. 15		85 00
					Leeds and Grenville:		
					Wolford, Section No. 15	... ...	20 00
					Lanark and Renfrew:		
					Alice, two Schools, @12 50	25 00	
					Bagot	40 00	
					Bathurst, Section No. 7	12 00	
					Bathurst, do No. 13	12 00	
					Bromley, do No. 4	20 00	
					Dalhousie, do No. 5	25 00	
					Dalhousie, do No. 7	25 00	
					Darling, do No. 1	12 00	
					Darling, do No. 4	25 00	
					Darling, do No. 5	12 00	
					Grattan, do Nos. 5 and 6	40 00	
					Horton, do No. 4	50 00	
					Lanark, do No. 2	12 00	
					Ross, do No. 2	20 00	
					Ross, do No. 5	20 00	
					Ross, do No. 6	20 00	
					Ross, do No. 7	20 00	
					Sebastopol, two schools	60 00	450 00
					Peterborough and Victoria:		
					Smith, Section No. 8	... ...	25 00
					York and Peel:		
					Scarboro, Section No. 4	... ...	22 00

				Norfolk:		
				Houghton, Section No. 10	... ...	30 00
				Perth:		
				Elma	... ...	60 00
				Huron and Bruce:		
				Ashfield, Section No. 1	20 00	
				Brant, Carrick, Culross and Greenock	50 00	
				Elderslie	60 00	
				Goderich, Section No. 11	25 00	
				Howick, do No. 10	25 00	
				Stanley, do No. 3	25 00	
				Stanley, do No. 13	25 00	
				Tuckersmith, do No. 10	25 00	
				Turnberry	20 00	
				Bruce, Sections Nos. 7, 12, 14, and 15	100 00	
				Kincardine, do Nos. 2, 5 and Union 5		
				Huron, do Nos. 5 and 8		
				Kinloss, do Nos. 6, 7 and old No. 4		375 00
				Middlesex:		
				Mosa, Section No. 3	... ...	25 00
				Kent:		
				Tilbury East, Section No. 1	40 00	
				Tilbury East, do No. 4	20 00	
						60 00
				Essex:		
				Anderdon, Section No. 1	... ...	44 00
				Bruce Mines	... ...	25 00
						1221 00
			Dec. 31	By Balance in course of payment	... ...	649 00
Total	... ...	$1870 00		Total	... ...	$1870 00

Table U.—(*Continued.*)

Statement No. 3.—Roman Catholic Separate School Apportionment (18 Vict., ch. 131, secs. 13 and 14.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jan. 1.....	To Balance as per account of 1857.....	.....	2257 38	Jan. 1 to Dec. 31.	By Sundry Payments on account of 1857 and 1858: *Separate Schools.*		
July 1 ...	" Proportion of Warrant for this service	.....	8882 20		City of Hamilton	481 00	
					" Kingston	692 29	
					" London	74 75	
					" Ottawa	1269 55	
					" Toronto	2102 48	
					Town of Amherstburgh.....	167 77	
					" Barrie	113 09	
					" Belleville	406 62	
					" Brantford	40 60	
					" Brockville	157 72	
					" Chatham	39 20	
					" Clifton	33 75	
					" Cobourg	38 18	
					" Guelph	181 85	
					" Lindsay (No. 6, Ops).....	74 95	
					" Niagara	74 16	
					" Paris	24 36	
					" Perth	67 39	
					" Peterborough	230 33	
					" Picton.....	47 19	
					" Prescott.....	219 32	
					" St. Catherine's.....	287 65	
					Village of Napanee	9 36	
					" Preston	10 27	
					" Thorold	79 46	
					Section No. 1, Arthur	41 60	
					" No. 2, do	64 78	
					" No. 1, Bastard	20 18	
					" No. 15, Camden East	21 67	
					" No. —, Carrick	58 94	
					" No. 10, Charlottenburgh	22 30	
					" No. 16, do.	40 87	
					" No. 17, do.	20 93	
					" No. 1, Edwardsburgh	25 43	
					" No. 7, Ellice	19 62	
					" No. 6, Etobicoke.....	30 82	
					" No. 8, Fitz oy	14 34	
					" No. 7, Grantham.....	51 34	
					" No. 4, Hawkesbury East	26 14	
					" No. 7, do.	10 53	
					" No. 1, Hibbert and Logan	15 39	
					" No. 8, Kingston	25 87	
					" No. 9, Lancaster	31 04	
					" No. 10, do.	6 12	

Table U.—*(Continued.)*

Statement No. 4.—Grammar School Fund. (16 Vict., ch. 186, sec. 3.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jany. 1.	To Balance per account of 1857		26825 12	Jany. 1 to Dec. 31.	By sundry Payments on account of the apportionment for latter half of 1857, and former half of 1858, to the following Counties:—		
July 3...	" Proportion of Warrant for this service		13056 21		Stormont, Dundas and Glengarry	1829 00	
					Prescott and Russell	663 00	
					Carleton	880 00	
					Leeds and Grenville	1320 00	
					Lanark and Renfrew	1145 00	
					Frontenac, Lennox and Addington	1518 00	
					Prince Edward	690 00	
					Hastings	800 00	
					Northumberland and Durham	1744 00	
					Peterborough and Victoria	800 00	
					Ontario	600 00	
					York and Peel	2649 50	
					Simcoe	845 00	
					Halton	820 00	
					Wentworth	1360 00	
					Brant	958 00	
					Lincoln	972 00	
					Welland	600 00	
					Haldimand	420 00	
					Norfolk	816 00	
					Oxford	1120 00	
					Waterloo	1000 00	
					Wellington	1000 00	
					Grey	524 00	
					Perth	600 00	
					Huron and Bruce	720 00	
					Middlesex	1120 00	
					Elgin	880 00	
					Kent	730 00	
					Lambton	600 00	
					Essex	200 00	
							29923 5
				Dec. 31.	By Balance in course of Expenditure		9957 8
			$39881 33				$39881 33

Table U.—(*Continued.*)

Statement No. 5.—Model Grammar School, and Examiners and Inspectors for the Grammar Schools. (16 Vict., ch. 185, sec. 1.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Mar. 13.	To Amount of Warrant for Model Grammar School, 1858	4000 00		Jany. 1.	By Balance as per account of 1857		8548 93
	" Amount of Warrant for Inspectors, balance of Grant for 1858	750 00		Jany. 1 to Dec. 31.	" Amount expended in the erection and furnishing of the Model Grammar School building, during the year, including the expenditure (on permanent works) on the portion occupied by the Normal School	9787 65	
	" Surplus of Public Libraries Account transferred to the Model Grammar School	8000 00			" Salaries and Wages, Model Grammar School	3148 34	
	" Model Grammar School Fees	521 00			" Books, Apparatus and School Requisites	192 62	
			13271 00		" Advertising and Printing	17 99	
Dec. 31.	" Balance		9870 13		" Repairs and Contingencies	142 40	
					" Light, Water and Coal	160 63	
					" Expenses of grounds	60 57	
					" Museum account for busts, (Statement 11)	167 00	
					" Proportion of Premium on Insurance	75 00	
							13702 20
					" T. J. Robertson, Esq., M. A., Chairman of Committee of Examiners, 1st January, to 30th September	60 00	
					" Rev. W. Ormiston, M. A., Inspector of Grammar Schools and Secretary of the Committee of Examiners, 1st January to 30th September.	750 00	
					" F. W. Barron, Esq. M. A., Examiner for Grammar School Masterships	80 00	
							890 00
			23141 13				23141 13

Statement No. 6.—The Normal and Model Schools, (13 and 14 Vict., ch 48, sec. 39, and 16 Vict., ch. 185, sec. 23.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jany. 1.	To Balance per account of 1857	849 18		Jany. 1 to Dec. 31.	By Salaries and Wages	8378 31	
	" Warrants issued quarterly on account of the current expenses of the Normal and Model Schools	6000 00			" Books, Apparatus and School Requisites	705 88	
	" Warrants issued quarterly to facilitate the attendance of Students at the Normal School	4000 00			" Advertising and Printing	229 40	
	" Proportion of sum granted under the authority of the Act, 16 Vict., ch. 185, sec. 23	2200 00			" Repairs and Contingencies	1922 33	
	" Model School Fees and other receipts	2777 85			" Light, Water and Wood	1477 56	
			15827 03		" Proportion of Insurance	501 00	
	" Balance	... ...	1630 60				13214 47
					" Aid granted to facilitate the attendance of Students at the Normal School, during 19th and 20th Sessions. One dollar each per week		3614 00
					" Expenses of Grounds, including Gardener's Wages		629 16
	Total	... ...	$17457 63		Total	... ...	$17457 63

Table U.—(*Continued.*)

Statement No 7.—Building Fund—Normal and Model Schools, Toronto (Balance from the Estimates of 1854.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jan. 1.....	To Balance per Account of 1857	.....	1675 16	Nov. 24 ...	By J. E. Pell, for Royal Arms for the Hall.....	.....	120 00
				Dec. 31 ...	By Balance unexpended.....	.....	1555 16
	Total.....	.....	1675 16		Total	.....	1675 16

Statement No. 8.—Public School Libraries, Maps and Apparatus (13 and 14 Vict., ch. 48, sec. 41, and 18 Vict., ch. 132, sec. 1.)

1858.	RECEIPTS.	AMOUNT.			1858.	EXPENDITURE.	AMOUNT.	
		$ c.					$ c.	$ c.
Jan. 1.....	To Balance as per account of 1857	13074 40			Jan. 1 to Dec. 31.	By Books, Maps and Apparatus, purchased in London, Edinburgh, Dublin, New York, Philadelphia, Boston and Hartford, including exchange and publishers' charges for packing	12431 56	
March 13	" Proportion of Warrant issued for Depository Clerks	700 00						
July & Sp. July 1 to Dec. 31.	" Proportion of Warrants issued for this service	4442 79				" Map Mounting; Maps, School Apparatus and Books purchased in Toronto	6201 08	
	" Net amount received from Municipalities, School Sections, &c., for Libraries, as per Table N., page lxxxii..... $1991 50							18632 64
	" Less Town Collingwood, amount not received up to 31st Dec. ... 197 46					" Freight, Agents' charges for package and commission, wharfage and cartage.....	939 07	
	" School Section No. 1, Greenock, short received 3 00							
	200 46					" Expenses of an officer of the Department in travelling with Meteorological Instruments, and fitting up the same at County Grammar Schools	190 00	
	1791 04							
	" Net amount received from Municipalities, School Sections, &c., for Maps, Apparatus and Prizes, as per Table O., page xcvi..... 5905 14					" Proportion of premium on fire insurance.....	210 50	
	" Sales in Depository of Text Books, &c. (for school purposes) during the year 6193 76					" Printing tablet lessons, &c., wrapping paper, twine, boxes and other contingencies in Toronto	3058 57	
								4398 14
		13889 94				" Salaries of Depository Clerks and Messenger.....	.....	1633 24
								24664 02
	" Museum account (Statement No. 11) for Engravings, transferred.....	16 90				" Amount transferred to Model Grammar School account. (Statement 5)	.....	8000 00
			32124 03					
	" Balance	.....	539 99					
	Total.....	.....	32664 02			Total	.....	32664 02

Table U.—(*Continued.*)

Statement No. 9.—SUPERANNUATED TEACHERS (16 Vict., ch. 185, sec. 23, and 18 Vict., ch. 132, sec. 1.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jan. to Dec.	To amount of Warrants received for this service ...	2000 00		Jan. 1.....	By Balance per account of 1857	.....	823 39
	" Subscriptions during the year	462 00			" Pensions paid during the year (on account of 1857-58) as per Table P., page cviii.....	.....	2663 51
			2462 00				
Dec 31 ...	" Balance	.....	1065 90		" Subscriptions returned to unsuccessful applicants, and others withdrawing from the fund	.....	41 00
	Total.....	.....	3527 90		Total	.....	3527 90

Table U.—(*Continued.*)

Statement No. 10.—JOURNAL OF EDUCATION FOR UPPER CANADA, (16 Vict., ch. 185, sec. 23.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jany. 1...	To Balance as per account	... ...	769 09	Jany. 1 to Dec. 31 ...	By Printing and Mailing the *Journal of Education* for 1858, and for the miscellaneous expenses of the publication	... ...	1495 08
Jany. 1 to Dec. 31 ...	" Warrants for this service during the year	1800 00					
	" Subscriptions and other Receipts	70 60					
			1870 60		" Balance in course of expenditure	... ...	1144 61
	Total.....	... ...	$2639 69		Total.....	... ...	$2639 69

NOTE.—About 4,500 copies of the *Journal of Education* are printed monthly, and a copy is officially addressed to each City, Town, Village, and Rural Section Common and Separate School Corporation; to each Grammar School Trustee Board; to each Local Superintendent, County Clerk, County Treasurer, various official persons and Colleges in Canada, exchange papers, &c.; and to State Superintendents of Public Instruction, and other Educationists, in the United States, England, &c. &c.

Table U.—(*Continued.*)

Statement No. 11.—Educational Museum, Library and Practical Science Fund (13 and 14 Vict., ch. 48, sec. 41, and 16 Vict., ch. 135, sec. 23.)

1858.	RECEIPTS.	AMOUNT.		1858.	EXPENDITURE.	AMOUNT.	
		$ c.	$ c.			$ c.	$ c.
Jan. 1 to Dec. 31.	To amount of Warrants for this service, $2,000 and $800	2800 00		Jan. 1	By Balance per account of 1857		16204 32
	" Proceeds of engravings sold	19 60		Jan. 1 to Dec. 31.	" Casts of Statuary purchased during the year from artists in London	631 25	
	" Model Grammar School account, for busts transferred (Statement No. 5)	167 00			" Brackets, busts, engravings, frames, and repairs to statuary in Toronto	524 44	
			2986 60				
Dec. 31	" Balance		15162 78		" Fitting up and painting pedestals, coloring walls, &c, painting, printing and furniture in Toronto	573 39	
					" Proportion of premium on fire insurance in Toronto	170 50	
					" Freight on casts and other objects of art from London, &c.	38 58	
					" Public Libraries account, for engravings transferred (Statement No. 8)	16 90	
							1945 06
	Total		18149 38		Total		18149 38

Table U.—(*Continued.*)

Statement No. 12.—Departmental Balance Sheet, 31st December, 1858.

RECEIPTS.				NAMES OF THE DIFFERENT ACCOUNTS.	EXPENDITURE.		
Balance, 1st January.	Receipts, during the year.	Total Receipts.			Balance, 1st January.	Expenditure, during the year.	Total Expenditure.
$ c.	$ c.	$ c.			$ c.	$ c.	$ c.
... ...	136867 80	136867 80	Statement No. 1.	—Common School Grant	714 03	123867 38	124581 41
1870 00	... ...	1870 00	do.	No. 2.—Poor School Fund	... ...	1221 00	1221 00
2257 38	8882 20	11139 58	do.	No. 3.—Roman Catholic Separate Schools	... ...	8380 16	8380 16
26825 12	13056 21	39881 33	do.	No. 4.—Grammar School Fund	... ...	29923 50	29923 50
... ...	*13271 00	13271 00	do.	No. 5.—Model Grammar School and Inspectors	8548 93	14592 20	23141 13
849 18	14977 85	15827 03	do.	No. 6.—Normal and Model Schools	... ...	17457 63	17457 63
1675 16	... ...	1675 16	do.	No. 7.—Building Fund of 1850-4	... ...	120 00	120 00
13074 40	19049 63	32124 03	do.	No. 8.—Libraries, Maps and Apparatus	... ...	*32664 02	32664 02
... ...	2462 00	2462 00	do.	No. 9.—Superannuated Teachers	823 39	2704 51	3527 90
769 09	1870 60	2639 69	do.	No. 10.—Journal of Education	... ...	1495 08	1495 08
... ...	2986 60	2986 60	do.	No. 11.—Educational Museum and Library	16204 32	1945 06	18149 38
47320 33	213423 89	260744 22			26290 67	234370 54	260661 21
				Balance on hand 31st December, 1858	... ...	... ...	83 01
47320 33	213423 89	260744 22					260744 22

* Including $8000 transferred from surplus in the Public Libraries Account to Model Grammar School, page cxxxi.

APPENDIX TO THE ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN

UPPER CANADA,

FOR THE YEAR 1858.

Appendix A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF ELEMENTARY EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS, AND VILLAGES, FOR THE YEAR 1858.

I. County of Glengarry.

1. *Hector McRae, Esq., Charlottenburgh:* "It affords me great pleasure to report a considerable improvement in the schools of this Township during the past year. Teachers generally are bestirring themselves in their vocations, and are rapidly progressing in efficiency and method. In my first general remarks to you, I complained of having in this Township too many female teachers of rather inferior qualifications, and although by doing so, I brought down upon myself the censure of some of them, still, the hint I am happy to say has had the desired effect, for I can now state that several of our female teachers will creditably compare with the males. This result is in a great measure attributable to the strictness of our County Board of Public Instruction, which shows neither favour nor partiality to either class of candidates, so that few or none come before the Board unprepared for acquiring at least a second class certificate. At the last meeting of the Board there appeared twenty-six candidates, and only three out of that number fell short of a second class certificate. A majority obtained first class, and it was most gratifying to observe how several of the females acquitted themselves, some of whom are now engaged in this Township, and through their instrumentality I

anticipate still happier results. I rejoice also to state that no complaint of intemperance or immorality has been preferred against any teacher in this Township since I assumed office; this of itself is exceedingly gratifying and speaks favourably for the morality of the youth in the Township. I delivered in due time to the several corporations your Annual Report of the Schools for 1857, together with the Catalogue of Library Books, and the books of the School House, its Architecture, &c., but what influence those valuable documents may have had on Trustees, and their constituents has yet to be learned. I still have to regret that I cannot add another library to the one already in existence."

2. *Angus McDonell, Esq., Kenyon:* "I have much pleasure in stating that the Schools under my charge, with one or two exceptions, have been in active operation for the whole year, and that the pupils of the various Schools have made respectable progress in the different branches of education taught to them. I must mention, however, that the want of suitable school houses in some sections of the Township has a tendency to retard the progress of education in those sections. It is very gratifying however to remark, that the school houses which have been lately built and those which are now in course of erection, are better and more comfortable buildings. During 1858, a substantial brick school house was erected in section No. 4, and properly furnished with desks and seats. This certainly is a great credit to the people of the section, and is also a good example to the inhabitants of the neighbouring sections. I have again much pleasure in stating that Trustees in general are becoming more particular about the education of the children of their respective sections, and they have already found out that the best qualified Teacher is the cheapest. A greater desire is therefore manifested from time to time by Trustees to procure efficient teachers. Teachers trained in the Normal School are for the most part the class of men required. The expenses incurred in the erection and repairs of school houses prevent Trustees from doing what they wish in regard to Maps and Apparatus; but I am inclined to think that something will be done in that way during the present year. The increase of average attendance of pupils for 1858 over that of 1857, is 168, which shows that the system works well in this Township."

3. *John McLennan, Esq., Lancaster:* "Twelve Common Schools were open in this Township during the last year. About one-half of them were taught by men of good education and experience in teaching, and the rest by persons of less pretensions, but equally diligent and devoted to their profession, effecting good progress in the education of their pupils. But I am obliged to add that Roman Catholic Separate Schools have sadly interfered in three sections so as to close the Common Schools, leaving a few Protestant residents in each without any means of instruction for their children. Copies of the Pamphlet on School Architecture, of the Library Catalogue, and of the Chief Superintendent's Report have been sent to every School section, and I have no doubt that each of these will be productive of good. The people begin to appreciate the offer of furnishing Maps and Libraries on such easy terms, and I trust the return of more propitious seasons will enable them to take active measures to procure these necessaries."

4. *The Reverend D. Macdonald, B.A., Lochiel:* "I have much pleasure in bearing testimony to the progress made among our Common Schools during the past year, and the interest manifested by some of the Trustees in advancing the cause of education in the Township. You will be pleased to see that all our Schools were in operation more or less during the year, and that no less than five new school houses, very commodious, and comfortable, have been erected since I had the honour of transmitting my Report for 1857. Indeed some of them would be a credit to any community. You will be surprised that we have no libraries worth mentioning, I think for this reason, that *Gælic* is the language generally spoken by the people of this Township, consequently they care but little for English books."

II. County of Stormont.

5. *N. Eastman, Esq., Cornwall:* "*Condition of the Schools,*—In submitting my Annual Report, it is gratifying to notice the fact that it evidences a steady increase in the attendance of pupils, and a somewhat improved character in the Schools themselves, as will appear by the comparatively small number of third class teachers now employed. In point of fact, a growing and pleasing interest is manifested in the cause of education, both on the part of the teachers themselves, and of the public generally. *Attendance,*—With regard to the attendance at the Schools in this Township, I find that the average for the year 1855, was in round numbers, 351; in 1856, 393; in 1857, 353: whilst for 1858 it is within a fraction of 471. This is certainly encouraging to every person who has the well being of the rising generation at heart, without adverting at all to the greater efficiency of our Schools, in which respect I think it not too much to say that the improvement is at least in as great a ratio as is the average attendance. *Public Libraries,*—With regard to Libraries, I regret to have to exhibit so many blanks in my Report from year to year, still, from the growing interest manifested in other respects, I am led to hope for a better state of things in this matter also. The existence of a School Library being but a solitary instance, no very marked degree of influence can be expected to arise therefrom. The School House Pamphlet, the Library Catalogue, the Catalogue of Illustrated Works, and your Annual Report have all been received and distributed by myself personally. As yet no influence is observable from the School House Pamphlet, although I am sanguine of much good ultimately resulting from it. The *Journal of Education* continues to be greeted as an old and welcome visitor."

6. *Herman L. Cook, Esq, M.D., Osnabruck:* "It affords me much pleasure to report (as I believe) an improvement in educational matters relative to this Township. Although there is not as lively an interest taken by heads of families in behalf of the education of their children as there ought to be, yet in this respect there have been great changes effected during the past four or five years,—and I trust every subsequent Report from this Township will show the people to be interested more and more in intellectual improvement, and that every succeeding year will exhibit a livelier interest in behalf of the educational welfare of

the rising generation. I regret that I can report but one Library, (with the exception of the remains of a few Sunday School Libraries), in this Township, yet this has exerted a very satisfactory influence upon the people. The Township Council, in order to make the Library more available to all, has divided it equally among the different School sections. These changes, I hope, may be for the better advancement of intellectual knowledge among all classes."

7. *The Reverend Daniel Gordon, Roxborough:* "My first year in office having not yet expired, I am not prepared in transmitting this my first Report to enter at any length into detail: however, having been a Minister in this place for the last five years, I am not altogether ignorant of the pro's and con's connected with our admirable School System, which I regard as one of the greatest blessings ever conferred upon Canada. But I am sorry to say, that owing to many untoward circumstances that hinder its development, it does not (at least in this Township, and those surrounding) get the fair play which it deserves. I regret that I cannot conscientiously adopt the language of my predecessor in office, and say that "the state of education in this Township is favourable." I fail to see the "promising indications of our second and third class Schools becoming first class." I refer to our almost utter destitution of those helps and appliances furnished and recommended by the Department, for raising the standard of education, such as Township and School Libraries, Globes, Maps, Philosophical and Chemical Apparatus, &c., We have only three or four black-boards in all the Schools of our Township, and the great majority of the people are satisfied with this state of affairs, which makes the matter worse. Manifestly the low state of education in our Township is owing to the inefficiency of our Common School Teachers; but for the causes of this inefficiency we must look beneath the surface. In my judgment the three following are the main reasons: 1st. The undue leniency of our County Board examinations, by which great numbers of young persons are *legally* qualified to take charge of the education of children while in reality sadly unqualified for so important a trust. 2nd. The inadequate remuneration of our teachers, especially in small sections. 3rd. The want of enlightened and liberal views on the part of our people and Trustees, which makes them look out for the cheapest, rather than the most efficient teacher. They are too apt to reverse the maxim laid down by you, Sir, in your advice to Trustees, and regard not "the best teacher as the cheapest," but the cheapest as the best! To remove the first cause of inefficiency I should rejoice to see it enacted, that no one should be considered qualified to take charge of a Common School without having attended at least one session of the Normal School. A more liberal Government Grant, all would hail as a means for removing the second cause, but it is not ours to dictate, perhaps not even to suggest such a course. The establishment of a good Grammar School in our Township, I regard as the most hopeful means of elevating the standard of education in the estimation of parents and Trustees. Our school houses are generally small and inconvenient. I have not received the Pamphlet on School House Architecture. I am sure its circulation would have a most beneficial effect upon the people."

III. County of Dundas.

8. *William Johnson, Esq., Matilda:* "To neglect arising from want of proper oversight, I attribute the fact that in many of our Schools, the best methods of teaching are neither understood nor practised, and consequently, many children spend months in learning what, by judicious guidance, they might acquire in as many weeks. Too frequently I have heard the child required to read what he could neither spell nor pronounce. The definition of words and the first principles of science I have found very much neglected, and that demonstrative teaching which reaches the understanding is not seen in many of our Schools. I find, however, that by due attention and frequent visits these, and many other defects can be overcome. It is just to state that I find both Trustees and teachers are willing to be advised, and only require to be informed in order to do their duties effectively. But we have to be reminded of our inappetency for general reading as afforded by our Township Library. Our sordid neglect in not having furnished our Schools with necessary Apparatus and Libraries is by no means gratifying, and that many of the books of the Town Library have been ill-handled is very discreditable to the readers, still there are many who rightly value the privilege, and speak of it as a very convenient means of acquiring mental culture and improvement. The *Journal of Education* is also an excellent appendage which I am sorry to find has not been duly appreciated. But all this apathy and neglect, as evinced in regard to these opportunities of instruction may be very much abated by the efforts of the Superintendent, hence I am encouraged to hope for improvement in educational affairs. Two frame school houses have been erected in our Township last year. Free Schools are also becoming more popular, and a growing desire in the parents, that the child should be educated, is very apparent in this Township."

9. *The Reverend James Harris, Mountain:* "In taking leave of the Local Superintendency of Common Schools for the Township of Mountain, which I have held for nearly eight years, I beg to congratulate you on the success of your system of liberal education, and the people on the improvement which has taken place socially, morally, and intellectually since the time I first went among them as the Superintendent of their Schools."

10. *John G. McLaughlin, Esq., Williamsburgh:* "It is lamentable to see the marked indifference of the masses to the purchasing of Library Books, notwithstanding the liberality of the Government. Our system of Public Instruction merits and receives the eulogy, both of Europe and America, but what are the acquirements of a few years at our public Schools? Knowledge must either be progressive or retrograde, and our youth, however well trained at School, afterwards being deprived of the use of books, lose not only what they had acquired, but become indifferent about mental improvement. How important then, how vitally essential to our country's good that the leading men of each Municipality should urge the necessity of establishing libraries throughout the length and breadth of the land. I feel proud in stating here that our Schools are working well, especially those conducted by male teachers. Few females possess that mental

ability and decision of character which are so essential to the successful teacher, and I think the framers of the School Law committed a great error in authorizing females to teach at all. It is urged as an argument in favour of female teaching that any one may teach children to read and write, &c. It would be giving importance to nonsense to attempt to confute this silly saying. Your admirable work on School House Architecture, &c., has been distributed, but I have not yet learned with what effect on the public mind."

IV. County of Prescott.

11. *Humphrey Hughes, Esq., Alfred:* "The number of Schools in this Township is fast increasing, which considering the difficulties new settlers must contend with, could hardly have been expected. Although some families have been here more than 30 years, by far the greater part are new settlers—chiefly French Canadians—who have heretofore been very careless about the education of their children, but I am happy to say are now becoming quite anxious on the subject. Five years ago there was only one School in operation in this Township, now there are eight, and one Union School. The French people are becoming more acquainted with the School System, and like it better. Some parties complain of the injustice of the Free School System, and say it is unfair to compel people that have no scholars to pay, when at the same time the law does not oblige those that have to send their children. Still the Free System is adopted in every School in the Township."

12. *Isaac N. Kendall, Esq., Caledonia:* "There is a decided improvement in the advancement of education and diffusion of general knowledge. Our greatest drawback is the want of libraries, entirely attributable to the apathy of our County Council, who, though frequently solicited. will not grant any supplies for that purpose. The Township is in favour of the Free System of Education, and adverse to the Separate School System."

13. *The Reverend J. Gilbert Armstrong, B.A., Hawkesbury West:* "We must now look forward to the days of better things. I shall do my utmost to instruct Teachers and Trustees in their duties."

14. *John Lawless, Esq., Plantagenet North:* "The Schools here under my charge are all established on the Free School non-sectarian principle. I am sorry to say that the progress made is not very flattering, although the children are as apt to learn here as elsewhere. Many labour under the disadvantage of studying a language foreign to their own, as a large portion of our population is of French Canadian extraction. When first or second class teachers are employed the mental improvement soon becomes apparent and their services are fully appreciated. But the high salary is the great obstacle to contend with. The cry is raised—and, in some instances not without just cause,—by the tax-payers, that they receive no benefit whatever, being too far distant to send their children through our dark forest. A male teacher is often employed for a few months, and a female teacher, at a low salary, is engaged for the remainder of the year, and not unfrequently undoes what

her predecessor was at great pains to do. I would suggest that the third class of female teachers be dispensed with, or the standard of the 'qualification programme' be considerably raised.* Many of them are not fit to fill up their return nor the Annual Report for their Trustees with anything like accuracy, and their penmanship is for the most part an ill-shapen scrawl. The *Journal of Education* is read with avidity by all who are fortunate enough to obtain a perusal of it. The Pamphlet on School House Architecture will serve no purpose here so long as we are so plentifully supplied with pine logs for building purposes and materials."

15. *James Frythe, Esq., Plantagenet South:* "I am highly gratified in learning from the extracts of Reports from Local Superintendents that they are generally in favour of Free Schools, in which I do most cordially concur; although as might be expected, an occasional murmur is heard here and there from some narrow minds, even these are subsiding into silence: further I may remark that those for whose benefit Free Schools are more especially designed, are becoming aware of the advantages, and now for the most part avail themselves of their benefits. On the whole I have reason to express my satisfaction at the progress that is being made in the few Schools I superintend."

V. County of Russell.

16. *The Reverend William Craig, Russell:* "The Schools are all in good working order, and this year they are *all free.* Another new section has been formed, and the interest taken in the progress of the Schools by the inhabitants in general is very satisfactory."

17. *William Edwards, Esq., (Acting Supt.), Clarence:* "I am happy to be able to inform you that the cause of education is occupying increased interest in this neighbourhood. A majority of the inhabitants are French Canadians, which will account for the large proportion unable to read,—they are, however, becoming sensible of the value of education, and seeking the means of sending their children to School, and although Roman Catholics, they make no objection to their children attending with the children of Protestants, and would rather not have Separate Schools. Two new School sections have been formed since our last Report was sent, and three new School houses erected, and two more are now in course of erection. Only one School section has as yet procured a library, and the books are labelled, numbered, and covered. There is, however, some remissness in carrying out the regulations, but the influence of the books is good, and may be expected to be more apparent. The Pamphlet on School House Architecture has been used beneficially. The Library Catalogue, and Chief Superintendent's Repor with the *Journal of Education* have also been serviceable."

18. *The Reverend Peter Lindsay, A.B., Cumberland:* "From my report you will perceive that a valuable frame School house has been built in section No. 2. This Township is yet poor, and in some parts thinly settled, which hinders

* This scale has been raised,—see School Manual, and the Appendix to this Report.

the working of the system, but of its general capability I am confident. As yet the teachers employed in this Township are not of the highest class, but in this there is progress. As the country becomes more durably settled and more wealthy, parents will become more anxious to engage persons of a superior class as instructors of youth. This indeed is one of the greatest hindrances to the working of the system. Too often the cheapest man is looked upon as the most desirable. This is a pernicious error. Above all others, the man who has the tender and plastic minds of youth under his care should be both intellectually and morally a man of naturally high order of mind and of large educational attainments. You will be pleased to see from the report that the Bible is universally used in the Common Schools of this Township, and that most of the Schools are opened and closed with prayer. Religion is not to be exclusively divided from science. The Bible especially has a right to a place in our Common Schools. The beams of the sun of righteousness are to shine with genial and life-giving influences upon all as freely as shines the natural sun; the one is to man spiritually what the other is physically. He that loves his race will rejoice that our youth from day to day are reading from that Book of Books that makes us acquainted with Him whom to know is life eternal."

VI. County of Carleton.

19. *The Reverend William Lochead, Gloucester:* "Every School in this Township was in operation during the year. One Roman Catholic School was in operation and I visited it, but it had not taken the proper steps to secure a legal standing. I believe the Annual Report and *Journal of Education* are read by Teachers and Trustees, and although their influence is not very great, they are certainly and progressively elevating the tone and feeling not only of Teachers and Trustees, but the public generally. Of 14 School sections, 11 were free,—only 3 imposed a rate-bill. An average of $237 per annum has been paid to Teachers, which though low compared with other parts of the Province, is at least an increase of 30 per cent. above the salaries paid to teachers when I was elected Local Superintendent, eight years ago."

20. *The Reverend C. B. Pettit, B.A., Goulbourn, Marlborough, &c.:* "I am happy to be able send you a more favourable report of the Schools under my care than heretofore. They are progressing very satisfactorily, my chief regret being the absence of religion."

21. *The Reverend James Godfrey, Huntley:* "As to the general prospects of education here,—they are much the same as formerly, perhaps a little more encouraging. The Trustees of section No. 2 have been raising money by subscription to purchase a library for their section. I hope that during the present year they will open the first Common School Library in the Township of Huntley. This mention of libraries reminds me of books—rewards for deserving pupils. Is is a great pity that, in Townships like this, where it is so difficult to get either Township or Section Corporations to grant money for reward books, the rule of your Department about selling to private persons, could not be relaxed. I would

willingly give five dollars a year to be able to encourage merit on the occasion of my visits to the Schools of the Township. Even if no allowance were made I would pay the full price, and have the books from 25 to 50 per cent, cheaper than I can get them from any other source. Indeed the rule now acts so that the children in this Township can get no rewards, for I cannot get proper books at any price without sending to England or the United States. I suppose this extreme strictness, is owing to the outcry raised some time ago by the booksellers, but I cannot help thinking that too great a concession has been made to them, in virtually dooming so many children in parts of the country like Huntley, (and I know there are many) to plod on through their school days without encouragement to effort, or reward for diligence. I think before the booksellers claimed such a monopoly, they should both have furnished their shelves, as well as you have those of the Educational Depository, and published such a Catalogue as you have done."

22. *The Reverend John L. Gourlay, March, Nepean, &c.:* " Upon the whole the state of education is improving in the County of Carleton. That the people are anxious to secure a better class of teachers is evident from the increased number of first class men now employed. Another interesting feature is the growing tendency in favour of School and Township Libraries, Maps, Globes, &c. There is also greater satisfaction expressed with regard to the School Act; in several Sections some amendments are wished for, for instance in case of two Trustees neglecting their duties, that they may be sued and fined by any qualified voter in the Section, and not by themselves as the Act now specifies. I am happy to state that the furore in favor of Separate Schools is dead. There is but one such School in the three Townships I have superintended last year, and that is without a qualified teacher, and miserably supported, Roman Catholics themselves being unfavourable to the system in general. The Municipality of March is devoting a large portion of the Clergy Reserve moneys to education, which will in due time supersede School tax altogether in that Township, nay, give them free education. It is to be regretted that other Townships do not follow this example, and make education free. In Nepean and Torbolton the Schools are well supported and many are now receiving instruction in the higher branches of Common School education, as Algebra, Geometry, rudiments of Latin, &c. With an increase of Government aid such as the Clergy Reserve Funds, in addition to the grant now received, and a general act in which all would agree, our Educational System would without fail universally commend itself."

23. *The Reverend Daniel McPhail, Osgoode:* " In my opinion there has been considerable improvement in the Schools this winter when compared with their condition during the summer and fall. Irregularity of attendance at the different Schools is the subject of bitter complaint amongst teachers. I am convinced these complaints are not without foundation. I have witnessed good classes broken up, excellent scholars retarded in their progress, schoolmasters becoming disheartened, and even careless and indifferent to their duties, through this inveterate habit. However, children are becoming every year better scholars.

It is no uncommon thing now to find lads among us working problems in Euclid, whereas a few years ago lads of sixteen working problems in mathematics would have been looked on as prodigies. The *Journal of Education* has exerted a powerful influence on the minds of teachers. Three good teachers have left this locality for the Normal School, Toronto. Nearly all young teachers with whom I converse are resolved to pass one or two terms at the Normal School so soon as they shall have acquired sufficient means to defray the attendant expenses. This is a pleasing indication of good, and promising for the future. The raw material which we frequently employ to instruct, govern and discipline our children is lamentable. The Schools need disciplined men. The teachers in many instances need to be taught."

VII. County of Grenville.

24. *James Clapperton, Esq., Augusta:* "Our Township Council has set apart the Clergy Reserve Fund for payment of the teachers; it proposes using only the interest, reserving the principal as a permanent fund. Two hundred and ninety-two dollars were divided, last July, amongst the School Sections in the same manner as the Government Grant. One hundred and thirty-two dollars were divided in like manner along with the Municipal Assessment. I tried to get the Council to appropriate a certain part of the Clergy Reserve money to the purchase of Maps, &c., and School Section Libraries, but it was unwilling to do so. The public feeling of the Township seems to be to keep the Reserve Fund entire, so that by only using the interest we may in a short time have a fund for the support of the Schools almost without taxation. We have two libraries in our Township, the regulations are strictly attended to, the books are read and highly appreciated by the people in the locality, and seem to be producing a good influence on the youth in the School Sections. The pamphlets on School Architecture were distributed among the different Sections. The opinion of the Trustees and others is, that they are not able to erect such School houses as the pamphlet describes. I am happy to state that the Chief Superintendent's Report is highly valued and read, and so is also the *Journal of Education* studied by Teachers and Trustees; both are producing a good influence in this vicinity. With respect to the Schools throughout the Township I would state, however, that although they are not a very superior class, they are making considerable progress, and the people seem to be more solicitous in the cause of education. One evil of our Township is that a number of the Sections are too small, so that they are unable to support a good School, and pay a competent teacher. It has been in contemplation by our Council to remodel our School Sections by uniting two or more. Free Schools are not making much progress in our Township. The wealthy class of the community are opposed to being taxed for the support of Schools, consequently, they vote in opposition at the annual meetings. I am of opinion that Free Schools will never be general until a law is passed by the Legislature to make them so. It would be better if such law was passed to fix a permanent charge on each child going to school,—say twelve and a half cents: if such was the case it would

remove all ill feeling at the annual meetings, and the Freeholders would get accustomed to paying that small sum as freely as they do other public taxes."

25. *Wm. B. Imrie, Esq., Edwardsburgh:* "In most of the Sections a liberal spirit has been manifested among Trustees by their anxiety to obtain the services of better qualified teachers. Hitherto, from the difficulty they have had in obtaining them—nor has it entirely ceased to exist—persons of both sexes wholly incapable on account of their youth and inexperience in the art of teaching, have been granted temporary certificates to supply particular Schools which otherwise would have remained vacant, and the natural consequence has been as you will observe, frequent changes during the year, imperfectly kept registers, and, in at least three Sections, a state of accounts that sets all forms and regulations at defiance. Now, however, it is hoped a better class will supersede those whom enlightened public opinion will force into obscurity; and that Trustees incapable of managing the affairs and keeping the accounts of a Common School, will soon, like the ignorant and presumptuous tyrant of the School-room, be among the things that were. If such, or both, remain, it is rather of necessity than choice, and it is a matter of heartfelt gratification that their number is so few. The average attendance of pupils has been good, the sensible method now employed of distributing the School-fund, having in a great measure led to that happy result,—and it is evident free Schools induce a large attendance; ours are now all free or nearly so. Respecting our library,—capable, if rightly managed, of doing so much good,—the books, for the reason I assigned in my last Annual Report, with a few exceptions, have not been made use of. A new Town Hall, having in it a suitable place for their reception and safe-keeping is now in course of erection, and almost finished; when it is so, an effort will be made, either to get them equally divided among the different Sections, to be again returned and exchanged, according to the original intention, or, failing that, to devise some means whereby the greatest amount of benefit may be derived by those for whose enlightenment they were intended, and whose instruction and amusement they are so well calculated to promote. The publications sent by your Department have been nearly all distributed; that on "School Architecture" ought to lead to happy results by introducing new and correct ideas respecting the construction of buildings where, either for good or evil, youth's happiest days are spent. I beg to call your attention to the first-fruits of the proceeds arising from the Clergy Reserve Fund, in the appropriation to each whole Section in the Township, of fifteeen dollars and forty-seven cents, and four dollars to those in union with other Townships, with the exception of part 19, which has a large population in this. In a year of much financial depression, this amount has been of signal service to many a poor school. Finally, our official connection being about to be severed,—having had the misfortune, by my too great strictness in financial matters, to give offence to two or three illiterate individuals, whose influence with the appointing powers, which (happens this year to have fallen into new hands,) has been the cause of my being laid aside, contrary, I am assured, to the wishes of a large majority of the people,—I cannot take my leave of you without expressing my sincere and hearty approbation of your unwearied exertions in the cause of education, which despite much contumely and

opposition have been crowned with unexampled success, and are, you may rest satisfied, duly appreciated by all true lovers of their country."

26. *D. B. Pelton, Esq., Gower South:* "The Schools in this Township are generally improving; the free system has been adopted, with the exception of one School. The Township Council appropriated the whole of the Clergy Reserve money to the support of education; it has also established two new School Sections, which is very pleasing, and will prove beneficial to the inhabitants of the rear of the Township, by giving the parents an opportunity of educating their offspring. One thing is to be regretted, that there is not a library in the Township; I hope the inhabitants may be aroused to see and enjoy the benefits and privileges which might be derived from such a source, when so many inducements are held out to them by the Educational Department. I thank you for your valuable *Journal of Education*, and hope that it may exert a still greater influence on the community than it has hitherto done, as valuable information may be obtained from its columns."

27. *John Burchill, Esq., Wolford:* "You will observe by comparing this report with those of former years, that there is a great improvement in all the Schools. This change for the better may be attributed in a great measure to the efficiency of the teachers who are employed this year. But their labours would be very much facilitated if the parents and guardians of youth could participate with them in their professional avocation, and appropriate a portion of their worldly wealth to advance their children in those branches of education which are so important for their present and future welfare; I mean by obtaining these requisites for schools that are so highly necessary to give pupils a clear and thorough knowledge of what they are studying. I adverted to this subject on a former occasion, and flattered myself with the hope that I could induce our Municipal Council to appropriate a portion of the Clergy Reserve Funds to those desirable ends; but, I am sorry to say, my endeavours were fruitless; they were willing to give them for educational purposes, it is true, but in such a way as to have them (in a great many instances) as a fund, whereby, with the aid of the Government and Assessment grants, the inhabitants could educate their children without aid *from their own pockets*. Where feelings of this nature exist, I think the cause of education cannot prosper. Last year, I prepared and delivered public lectures in nearly all the Sections, and notified the teachers of my intention to do so, but with two or three exceptions, no one except the teacher and pupils were present, so this year I thought I would confine my remarks to the children, which I did on visiting each school. With regard to the documents received from the Educational Department, I distributed them as soon as received, but I am fully aware that they have lain dormant in a great many Sections, and that their influence was lightly appreciated, and will, together with the *Journal of Education*, produce but little effect. In other Sections I think it is the reverse. There are no Township or Section libraries, and I am persuaded there will be none as long as the present state of affairs exists."

28. *Lewis Chipman, Esq., Bastard and Burgess South:* "I think I am justified in stating that the Schools in this Township are steadily progressing. A Teachers' Institute was held at Delta in August last, and was in operation for two weeks. The best methods of teaching being the object of the gathering, it could not but prove beneficial to all who attended. If meetings of this kind were more frequent and more properly managed, they would be a great boon. You will see by my report, that in addition to the Legislative and Municipal grants, that the sum of $1062·48 was appropriated from the Clergy Reserve Fund for the support of our Common Schools."

VIII. County of Leeds.

29. *Jacob A. Brown, Esq., Elizabethtown:* "I am happy to be able to state that the inhabitants of this Township have manifested a deeper interest in educational.matters this year than at any previous period. In 1857 the average attendance for the whole year was 834; in 1858, the average for the year was 982, thus giving an increase in favour of 1858 of 148. Our School-houses are of a first class quality. There were two new stone School-houses finished during the year 1858, and preparations are being made for the completion of another next summer. Our Teachers are with few exceptions, of a respectable class, and we had but one third class teacher in the Township during the year. The few Common School Libraries that we have, I think are producing good effect. I cannot say much respecting the pamphlet on School-house Architecture, but I think the Library Catalogue and Report, with the *Journal of Education*, have engaged much attention."

30. *Elisha Landon, Esq., Elmsley South:* "I regret that I cannot transmit a very flattering account of the progress of education in this Township. In my official visits and examinations of pupils, instead of finding improvement and progress, as I anticipated, I found—except in two Sections—rather an habitual sluggishness, combined with carelessness and inattention. Of the six Sections in this Township, three were free Schools, and in two Sections thus free, the average for the last year was in one instance 14 and in the other 7½, and therefore the freeholders and landholders complain, and I think not without cause, that the system that makes taxation compulsory without making attendance compulsory is arbitrary and unjust, especially when the people that do attend are mostly the children of parents that can afford to pay for their tuition; and again, the system of the half-yearly apportionments only benefits those sections that are able to keep a teacher the whole year, and thus the poor Sections that can afford to keep the Schools open for six months in the year are deprived of assistance from the Legislative Grant. I am aware, Sir, that there is great difficulty in adopting a system of education that will suit in every section of our country under every circumstance, but I think there is room for great improvement; and as the Trustees of every School section have the power to admit children of indigent parents free from any charge for tuition, they, being chosen by the people, are the best judges as to who shall go free. I consider it extremely unjust and oppressive, that all the freedom that is granted to any people is to compel them to tax their property to an amount equal to the

Legislative grant, whether they have children or not;* but to put on the second property-tax to make up the deficiencies of educating the children of parents who are able to do it themselves, I consider oppressive and extremely unjust."†

31. *Robert W. Ferguson, Esq., Kitley:* "I have great pleasure in stating that the Schools in this Township, with one exception, are in a most satisfactory condition. The report shows that, although only ten Schools are as yet entirely free, all the others are advancing in the right direction—the amount of the rate-bill generally being far below the amount raised by rate upon property. I am sorry to state that, as yet we have no Public Libraries. This is mainly attributable to the Trustees, or, at least, to the people who elect them; for it is not always the most efficient men that are elected to office. The parties who promise to conduct Schools on the cheapest principles, greatly retard the progress of education. I believe, within the last three years, more first-class certificates have been granted to scholars from this Township than from any other Township in the County—all of whom are from three or four sections where the Trustees have been elected with the view to form good, not cheap, Schools. This plainly proves that, next to the efficient Teacher, a good Trustee is the most necessary requirement; and where both will work together, education must advance. The educational prospects of the Township are good. My successor in office is a gentleman of talent, and is much interested in the cause of education. The recently elected Trustees, taken as a whole, are persons of far superior attainments to those who have been in office in former years."

32. *Robert McCrum, Esq., M.D., Leeds and Lansdowne Front:* "I have the pleasure to inform you that education continues to improve in this Township. Three very comfortable and commodious School-houses were erected in 1858—two

* This is a mistake. Municipalities may or may not impose this tax, as they please. If they do not, they are not entitled to the Legislative School Grant.

† This sort of objection to a school tax, as unjust and oppressive, is fully answered by the Chief Superintendent, in his Annual Report for 1849, page 50, as follows:—*Second objection to Free Schools.* "It is unjust to tax persons for the support of a school which they do not patronize, and from which they derive no individual benefit." *Answer.* "If this objection be well founded, it puts an end to school-tax of every kind, and abolishes school and college endowments of every description. It annihilates all systems of public instruction, and leaves education and schools to individual caprice and inclination. This doctrine was tried in the Belgian Netherlands, after the revolt of Belgium from Holland, in 1830; and in the course of five years, educational desolation spread throughout the kingdom, and the Legislature had to interfere to prevent the population from sinking into semi-barbarism. But the principle of public tax for schools has been avowed in every school assessment which has ever been imposed by our Legislature, or by any District Council. The same principle is acted upon in the endowment of a Provincial University—for such endowment is as much public property as any part of the public annual revenue of the country. The principle has been avowed and acted upon by every republican State of America, as well as by the Province of Canada and the countries of Europe. The only question is, as to the *extent* to which it should be applied—whether to raise a part or the whole of what is required to support the public school. On this point it may be remarked, that if the principle be applied at all, it should be applied in that way and to that extent which will best promote the object contemplated—namely, the sound education of the people; and experience, as well as the nature of the case, show that the free system of supporting schools is the most, and indeed the only, effectual means of promoting the universal education of the people."

of brick and one of stone. Another new one of stone is being put up in the Village of Gananoque. This building is intended to accommodate 800 pupils. A wing attached to this building is also intended for the use of the Grammar School. I expect the Common and Grammar Schools will, in a short time, be united, which, in my opinion, is very desirable,* as the Grammar School, from bad attendance and only a few individuals supporting it, is at present in a very dilapitated state. By a union with the Common Schools, a better chance will be afforded poorer scholars, who, although being so meritorious, might be otherwise deprived of a higher education, from the pecuniary inability of their parents. Since I accepted office as Local Superintendent, I find my responsibility much greater than I at first imagined it to be. I find that it is altogether in the power of the Local Superintendent and Trustees to establish thorough-working and prosperous Schools, that the education of our children is entirely in their hands, and that without energetic and active Trustees, and an attentive Superintendent, education must inevitably retrograde. As one instance, I will refer to Section 10, which was first established in 1856. The inhabitants were very poor, and could barely support a Teacher, even at very low wages, for the full half-year. They have now, through the increasing energy of the Trustees—of one in particular—a new frame School-house, a Library containing 300 volumes (the only Library in the Township), and a well-conducted School, kept open the whole year. This Section is now far ahead of many other Sections in this Township, whose assessment of property always rated on the roll some thousand pounds higher than did theirs, and in which Schools have been many years longer established."

33. *The Reverend W. A. Sills, Yonge and Escott Front:* "Education in this Township is at present in a very progressive and satisfactory state. This is mainly attributable to the employment of a better class of Teachers and to the Free School System, which has been adopted in many Sections. The Board of Examiners also has been very strict with all Teachers—the good effects of this being apparent at the last quarterly examination. The Free School System is becoming very popular in this Municipality—ten Sections having voted for Free Schools this year. I am pleased to say, our Municipal Council has made a very wise and judicious appropriation of the Clergy Reserve Money, by apportioning the interest to each School Section, according to the number of months kept open; therefore the people are awaking to the fact, that it is their own interest to keep the Schools open the whole year."

IX. County of Lanark.

34. *J. A. Murdoch, Esq., Bathurst, &c.:* "Out of the fifty-six school sections in these Townships, the schools are now all in operation with the exception of two in North Sherbrooke and one in South Sherbrooke. In those localities it may be some time yet before schools are started, as the land is bad and the inhabitants few in number and much scattered. In general, however, there

* Experience has proved that such a *union of the Schools* is not desirable.

appears to be a growing desire for education. People begin to see more clearly the advantages and necessity of educating their children, consequently there are fewer now than formerly absent from school. During the winter months numbers of adults, both young men and young women, may be seen attending our Common Schools. This shows a desire for further improvement. Numbers also attend the Grammar Schools, studying with a view to qualify themselves to become teachers. In almost every school the children are beginning to be well versed in Grammar and Geography, branches which before our School Acts came into force seem to have been almost entirely neglected. In several of our Common Schools Algebra and Geometry are taught. I regret that in some sections there is still a deficiency of Maps. Those now in use have been chiefly supplied by the Municipal Councils. Trustees must now do their part and procure such as are deficient themselves."

35. *Reverend Robert G. Cox, Beckwith:* "I cannot understand how any one can hesitate to see and acknowledge that the school system is a vast boon to the country, and to afford it the protection and aid it demands. The welfare of the people, both material and spiritual, I feel assured requires that it should be substantially maintained. Some alterations may be indeed made without injury to it, and perhaps should be made. Inducements should be held out to wealthy individuals to establish schools at their own expense, or at least they might be permitted to do so.* But as these would be few—very few—they could not, I imagine, interfere with the working of the general system. If also there are individuals with whose religious convictions it interferes, (how it can do so I cannot imagine) to them also permission and encouragement might be given to establish their own schools, and yet the system be maintained in its integrity. I very much regret to hear such epithets applied as 'godless,' 'ungodly," &c., &c., to it; for they appear to me to be mighty slanderous. In what way the mere rules of grammar, arithmetic, or any other science taught in the schools can be open to such a charge is beyond comprehension. Most of the schools under my charge are opened and closed with prayer. In some, the English church Catechism is taught, (that is where all are Church of England children); in others, where they are all Presbyterian, the Westminster Catechism is taught, and in all, I think, without exception, the Scriptures are read and the Commandments taught. I think with as good reason we should object that religion is not taught in the office of the lawyer or the physician, and refuse to article our sons to such of them as object to the Common School on the same ground. We do not send our sons to a lawyer's office to learn religion, nor to a doctor's, yet were the business of the lawyer prefaced by prayer, who can say how many a poor fellow's property would be safe; were the doctor's office to be opened in the same way, how many a life would be saved, and doubtless the time may come when lawyers and doctors will so sanctify their engagements. But because they do not do so now, we do not hold back our sons on that account—nor should we from the Common School, because

* There is no restriction in the law as to the establishment of such schools.

we do not send them there to learn religion. That is the duty and business of the parent and clergyman, not of the Common School Teacher. The duties and labours of the Local Superintendents are indeed so incomparably beyond the value indicated by the paltry consideration they receive, that no one can justly demand an addition to them, yet, so inestimable are the advantages reaped by the people in general from the school system as now in operation, that they may well, from christian and patriotic considerations, help to work the system as effectively as possible."

36. *The Reverend John B. Worrell, Elmsley North:* "There is a Library in this Township, but from its being kept in one place it has not been greatly used. It is intended to loan the books among the several school sections, when I do not doubt I shall be able to render a good account of it. At present I have merely to add, that the books are labelled, covered, and numbered, and the regulations complied with. With regard to the several publications kindly forwarded for each school section, they have been distributed; the pamphlets on School-house Architecture came to hand very opportunely, for you will perceive that two new school-houses have been erected in the course of the year, and both of them are creditable to the sections. My report embraces the work but of six schools, however it shows that there is a large increase in liberality both in building schools and remunerating the teachers. I can add, what the report does not show except by inference, that, as a consequence of this, the teachers are better qualified and the schools better attended, or perhaps I am confounding cause and effect, and the better class of teachers may be the cause of the increased liberality of the people. Experience confirms an opinion I have before expressed, that it would be most desirable to alter the School Act so that Free Schools might be universal."

37. *The Reverend Alexander Mann, M.A., Pakenham:* "The schools in this Municipality have on the whole been conducted during the last year in a satisfactory manner. Some teachers discharged their duties not only with credit to themselves and advantage to their pupils, but also with the general approbation of their employers. Other schools though conducted with less ability and success show an improvement when compared with former years. This may perhaps be attributable to the efforts made by the most competent teachers to diffuse their information, and thus render their services more efficient. For this purpose they met at stated times for delivering prepared discourses and discussing subjects connected with their profession. They also made alternate visits to their respective schools with the view of promoting their mutual benefit. The Trustees of only two schools have returned definite answers to the questions which relate to Libraries. I am aware, however, that the books in some instances are not in such a state as could be desired. Those that have been much used require to be rebound. In some cases their condition is such that the Librarian has not deemed it prudent to put them in circulation. Taking all things into consideration, I think I may safely state, that there is reason to believe that not a few in this Municipality appreciate as they ought their privileges in relation to Common School Libraries: I may add, that these are doubtless exerting a beneficial effect, but what the extent may be as

compared with other influences I have not the means of ascertaining. It seems however to be desirable that an addititon should be made to the number of volumes. This would give greater variety and supply mental food to those who have read all the works they may consider valuable or interesting.".

38. *The Reverend J. McMorine, Ramsay:* "Our Common Schools in this Township have during the last year gone on smoothly and prosperously. The Free School System is not in general favour, and many think that part of the Teacher's salary should be raised by Rate Bill. There is a tendency in many parents not to send their children so regularly to school when the school is entirely free. We have had a greater number before the Board for examination as Teachers than in any previous year, nearly all of whom not only aspire to, but have been successful in obtaining second class certificates. One half of our schools are taught by Teachers of ability and energy, and the results are very satisfactory. A superior teacher soon excites an interest in parents; this is proved by their attendance at examinations, but where an indifferent teacher is employed scarcely a parent looks in when I am on my official visits. Poor sections who are only able to pay small salaries suffer greatly by engaging inferior teachers. We think the Libraries are giving an increased taste for reading. But reading habits are very different in different sections. In some there are very few readers, and in others a great many. Ramsay stands high for the intelligence of its inhabitants, and no doubt much of that intelligence is due to the facilities for acquiring knowledge, through possessing Public School Libraries. The pamphlet on School-house Architecture was distributed, but as no school-houses were erected last year its influence has not yet been felt. The Library Catalogue and Chief Superintendent's Report have been distributed, but with what effect it is difficult to say. It is probable that some sections have thereby been stimulated to make additions to their libraries."

X. County of Renfrew.

39. *George Brown, Esq., Admaston, &c.:* "I am happy to inform you that the schools in these two new Townships are progressing favourably. The factious opposition about the sites of school-houses and the boundaries of school sections which generally agitate newly organized localities, has now subsided, and is happily supplanted by a manifest desire on the part of the people to educate their children, and to raise them above the position of mere cutters of wood and drawers of water. This favourable turn I trust will continue and increase until the rural and city population of this fair province shall, by intelligence and good order, stand as an example of the fruits that are generally, if not universally produced by the instruction imparted, and the moral training practised in our common schools, and that the youth now training therein, will honourably fill the places of their fathers, and prove than an educated population is a safe and sure bulwark against any encroachments on our civil and religious liberties."

40. *The Reverend H. MacMeekin, Alice, Pembroke, &c.:* "In regard to my own immediate duties as Local Superintendent, I think I may say, that I have

discharged them to the best of my ability, and it is a matter of no small gratification that my humble efforts have already met with substantial tokens of public appreciation. I have great satisfaction in stating that at least three schools in Pembroke and one in Alice, are in a thoroughly efficient condition. The teachers of the Village Schools hold first class Normal School certificates and I am happy to say carry out the system admirably. The teacher of the lower village though, not trained by the Normal School Masters is equally as popular and successful, and is a good disciplinarian. We have now a Circuit Board in Pembroke, and are endeavouring gradually to raise the standard of qualification. A Mechanics' Institute has also been recently established, which we trust will prove a valuable auxiliary in promoting the great interests of education in the community. I have only to add as another encouraging sign of progress that the frame of the new school-house which was left unfinished last year, is to be proceeded with at once, and it is hoped that early in the summer we shall see it completed. It is designed to accommodate two masters, and one hundred and sixty pupils."

41. *Felix Devine, Esq., Bagot, Blithfield, &c.:* "I regret I cannot, except in a limited sense, speak encouragingly of the progress of our schools for the last year. It is true the average time during which they have been kept open exceeds, I believe, that of any former year; but on comparing the attendance of the pupils at the schools, with the aggregate number of children of school age in the sections, I find a great disproportion, indeed, I apprehend that, until the people generally, manifest a more lively interest in the selection of zealous men to the office of Trustee, so long will the efficiency of the schools be thereby affected, and the desire of the Legislature and the Department for the education of the youth, be to a great extent frustrated. I think it would have a good effect if it were made a duty of our common school teachers (as is the case with those of the Roman Catholic Separate Schools) to make declaration to the correctness of the semi-annual returns. I believe the Trustees generally, and more especially in the rural districts know little of those returns until they are submitted by the teacher for signature, but the teacher must be thoroughly acquainted with their contents, and consequently in a position to vouch for their correctness, and to enable him to do so, would, in a great measure be to place this intelligent and respectable class beyond the imputations of those who from jealousy or other causes are too ready to impugn its honour and integrity."

42. *Andrew Russell, Esq., McNab:* "There are no common school libraries in this Township. The pamphlets on School Architecture, the Library Catalogues, and Chief Superintendent's Report were all handed to the Trustees of the several sections, and these with the *Journal of Education*, doubtless, must have a good influence, although not very apparent as yet. A movement, however, is now on foot, which is likely to result in the formation of a Mechanics' Institute in this section, and the establishment of Libraries in the other sections. Upwards of a hundred dollars are already subscribed for the former, and subscriptions are in progress for the latter object."

43. *The Reverend E. H. M. Baker, Westmeath:* "I am happy to say that the prospects of education within the limits of my superintendency were never more flattering. The schools were all open during the year, and as you will see by my Report, kept in operation the full time, in no one instance omitting a single day. Of course to this circumstance is to be traced the increase this year in the aggregate attendance, which (6000 and some over) is larger than is ordinarily attained in a single year. The free school system is getting more and more into favour among our people and is now in operation in seven out of nine sections."

XI. County of Frontenac.

44. *The Reverend F. W. Dobbs, Kingston:* "I have much pleasure in stating that a considerable improvement has taken place in several of the common schools of the Township. The Trustees evince a desire to procure the services of the best Teachers, notwithstanding the opposition they meet with in their laudable endeavours. The various documents furnished by the Department have been circulated, and will I trust produce the desired effect. Several schools have procured maps, and I have reason to believe that many others will follow the good example, and that another year will find our schools properly furnished. In several instances I have seen the happy results of the efforts of a good Teacher to lead the Trustees, and parents not only ceasing opposition but declaring their determination to obtain first class teachers, feeling assured that their money was well spent. This was the result of witnessing the progress of their children, and contrasting the past and present condition of schools. The report will show a considerable increase in the average attendance; this also is attributable to the employment of a superior class of Teachers. Many schools are still in a most inefficient state, but on the whole there is ground for encouragement; the people are becoming more interested in the work and progress of education. I am happy to say that the reading of the Scriptures and opening the schools with prayer has been generally attended to this year and the benefit will, I trust, in some measure be seen and felt. Our great want is a class of teachers more efficiently learned, and more capable of imparting instruction."

45. *James Leahy, Esq., Loughborough:* "I have much pleasure in noticing the progress of the cause of education in this Township within the year. The people are becoming better acquainted with the working of the school law, and have generally adopted the free system. Two very fine stone school-houses have been erected during the year. The one in the Village of Loughborough, a beautiful and commodious building at a cost of $1200. This school, both as regards appearance and working, would, I think, bear favorable comparison with any common school in the Province. Our Township Library is tolerably well supported. There are no sectional Libraries. The want of school apparatus is also much felt. I trust more interest will be taken in these matters as general improvement is now apparent."

46. *Thomas Grant, Esq., Portland and Hinchinbrooke:* "There is an increasing interest on the part of the inhabitants of the Townships of Portland and Hinchinbrooke in the work of education. About three-fourths of the schools are free and

the remainder are not enforcing the full charge of 25 cents per month. With few exceptions the schools are opened and closed with prayer, and the Scriptures are read in all. Hinchinbrooke being now a District Municipality I have made up the reports separately. All the sections in the Townships of Portland and Hinchinbrooke are devoid of Libraries, maps and apparatus. The liberal provisions afforded by the Educational Department for supplying these necessaries do not appear to have received that attention from Trustees which the importance of the subject demands. No. 8, Portland, will shortly send for maps and apparatus. I hope this example will be followed by all other sections."

47. *C. B. Booth, Esq., Storrington:* "The Common Schools in this Township are, I believe, in an improving condition. The report, however, shews a lamentable deficiency in those aids to education so highly recommended by the Educational Department. The necessity of procuring maps, &c., has been strongly urged as essentially necessary to both teacher and scholar. In many instances the Trustees' reports have been very badly filled up. This shews the necessity of selecting more capable persons to perform the duties of that important office. I regret to state that no sectional Libraries have been established in this Township."

48. *Edward Murray, Esq., Wolfe Island:* "The chief aim of Trustees at present seems to be, to keep the school open the whole year and employ better teachers; if the latter object succeeds, the teacher's influence will probably excite a wish to procure the necessary maps and apparatus, and also tend to the establishment of good school-houses and libraries."

XII. County of Addington.

49. *The Reverend James MacIntosh, Amherst Island:* "The pamphlets on School-house Architecture have been distributed, and seem to create a desire towards school-houses of a superior class to some already in existence. At the present time we have one stone and two substantial brick school-houses which reflect much credit on the inhabitants of the respective sections to which they belong. One of the two remaining school-houses is not by any means adapted for its intended purpose, being entirely worn out."

50. *Allan Ruttan, Esq., M.D., Camden East and Sheffield:* "The schools of these Townships have been reported with two exceptions. The pamphlet on School-house Architecture and the Library Catalogue, together with the Chief Superintendent's Report, have all been distributed with the exception of a few copies. The 'hard times' which have been so severely felt in this section of the country have not warranted Municipalites in expending anything more than could be avoided in the erection of school-houses or the purchase of school libraries. Wherever moneys have been expended for the improvement of school-houses it has been done economically and appropriately. The work on School Architecture is the admiration of every one, and as soon as the financial condition of the country will admit of it the erection of school-houses will be much facilitated and improved by consulting its pages. It is

a work much needed in this section of the country, as by it, Trustees are made clearly to understand what is and what is not suitable architecture for the school-house. The want of school libraries in these Townships is much to be regretted, and I have endeavoured by every possible means to urge upon municipalities the necessity of appropriating annually, at least a small sum for this purpose. The sum of fifteen or twenty dollars a year expended in this way would be scarcely felt. By adopting this system, in a few years each section would have a library without any financial inconvenience being felt. The distribution of the 'Catalogue' is producing its effects, and it is to be hoped that in a few years we shall be able to report rapid progress in the establishment of good school libraries for the people, and better school-houses in which their children are to be educated. We have, however, some good schools and school-houses in Camden. I might mention three sections in which the Common Schools are probably second to none in the Province. A few good teachers are also employed in the Township, and the schools are gradually improving in this respect. The Newburgh Academy was never in a more flourishing condition than at present. The attendance of pupils is much larger than usual, their progress in learning satisfactory. With some addition to the apparatus and the establishment of a public school library, this section will be provided with all the requisites for imparting a sound, practical education to the young, and valuable knowledge to all."

51. *Louis LeRicheux, Esq., Anglesea and Kaladar:* "The importance of education is not duly appreciated here; there has been only one school established in the two Townships, and there the Trustees appear to have been influenced by petty jealousies and a desire to serve their own interests rather than by a wish to promote the cause of instruction. I have made numerous visits to the schools and on each occasion I have given a school address to the pupils. I much regret that I have received no assistance from those whom the law has constituted visitors. I think in the other sections, through expiration of offices and resignations, we have succeeded in getting the drones out and more energetic men in their places. I anticipate that we shall have three more school-houses built and opened in the course of next summer. You may depend, sir, that so long as I hold the office of Local Superintendent no exertion on my part shall be wanting to further and aid the important cause of education."

XIII. County of Lennox.

52. *John J. Watson, Esq., Adolphustown:* "In regard to improvement generally I may say we have had a better class of Teachers during the past year, but I am far from being satisfied with what has been done. It may be my desire to hide the faults of the people of this Township, but it would be far greater pleasure to record their noble deeds. You might ask, why have you no Library? and why not schools of the highest attainment in that old settled Township so celebrated in former days? My only reply can be, education is not rightly appreciated."

53. *The Reverend John Scott, Fredericksburgh North:* "Before Fredericksburgh was divided into two Townships the people were favoured with a valuable

Library. At present a division has not been made of the books. The books were carefully covered, and are now, I believe, in a good state of preservation. There is a great want of desire for self-improvement in the majority of the people. The pamphlet on School Architecture and the Annual Report were duly distributed, but I cannot as yet say much about their effects. The result will be seen when the old box school houses give place to more rational buildings. May the lungs of the children and the eyes of their parents soon enjoy the benefit of a change. We have a few school-houses that shew a decided improvement on the old system. Doleful accounts come to me from the Trustees in the Hay Bay section of this Township about the state of things in their locality. They are sometimes at their wits' end to know how to get the children into the school-house and how to keep them there. The chance of getting a duck, a fish, or a red squirrel, is quite sufficient inducement to keep the boys away from Geography and Grammar, and a rate of twenty-five cents will keep a whole family away a quarter of a year. Under these circumstances a uniform system of Free Schools is earnestly recommended. It would prevent a great deal of noisy altercation at school meetings, and would be a great boon to the people. I am sorry that the Bible does not occupy a more prominent place in the training of our youth. In some places it is ignored, and in others barely tolerated. This I presume is not what you desire. The sin of ignoring and neglecting God's Holy word lies often at the door of the Teacher, the Trustees, and the people. May the time soon come when the influence of the word of life will be felt in all our seminaries."

54. *Alexander Martin, Esq., Richmond*: "I cannot speak very flatteringly of the schools in this Township. Some of them have not only maintained their former efficiency but have advanced, while others, I am sorry to say, retrograde. The returns rendered were in many instances very defective. In many instances I am persuaded the discrepencies arise from the loose and careless manner in which Trustees keep their accounts. A fact may here be stated which I think worthy of notice, viz.: that in every section from which an authentic report has been received, I have invariably, upon visiting the school, found it in a prosperous condition. This might naturally be expected, for no Teacher with a due regard for his position would place his signature to a report without first being assured of its correctness. Our Township Library has been divided amongst the different sections, but does not appear to be exerting an influence commensurate with its capabilities. I am happy to think, however, that the taste for reading is improving. There are people in the Township who may properly be termed readers, with cultivated and refined minds, by whom the books are sought and perused with avidity. The example of such people—now that books are placed within the reach of all—cannot but exercise a happy and salutary influence. School-house architecture, and the conveniences appertaining thereto are much neglected, no attempts being made to ornament the grounds around the school premises. Although my remarks may assume a tone of despondency, I do not wish it to be understood that material improvement has not been made during the past few years; on the contrary, when our present condition is contrasted with the past, I cannot but feel gratified at the evident change for the

better. I have pleasure in informing you that a fund, which I trust will be permanent, is being formed for our Common Schools; already one hundred and sixty-eight dollars have been apportioned to the different sections during the year from the Clergy Reserve Fund, and one hundred and eighty-five dollars are now ready for apportionment. These sums are only the interest arising from the amounts of Clergy Reserve money invested by the Township Council. In July next there will be another instalment payable."

XIV. County of Prince Edward.

55. *John B. Denton, Esq., Ameliasburgh, Athol, &c.:* "The schools in this County are progressing favourably. The teachers as a class are much in advance of the past, their merits are correspondingly appreciated by the community, and while we feel ourselves thus gradually borne upward and onward, we do not forget to feel grateful, except in rare instances, to you as being the main instrument in doing so much for the welfare of your native country. I am not prepared to say what effect the *Journal of Education* may have had upon the minds of those who have been favoured with its perusal, but if I should hazard an opinion, I would say, that a *Journal* conducted with so much talent, and containing the choicest information, cannot fail to impress upon the minds of its readers many truths not hitherto known to them. I have distributed the documents forwarded to me by the Education office, in every school section in the county, and I have no doubt, inferring from the satisfaction expressed at their reception, that they will be highly useful. The Libraries here have done much towards creating a taste for reading, and the advantages arising therefrom must be incalculable."

XV. County of Hastings.

56. *James Mairs, Esq., Elzevir:* "The people of our Township do not as yet seem inclined to avail themselves of the liberal offer of Government in supplying Libraries. When our Township was united with Madoc for municipal purposes an excellent library was procured at the expense of the united Townships, and the people of our Township think they have a right to part of it, but the Madoc people seem disposed to keep it. I am not prepared to speak in decided terms of the state of common school education in this Township as in most cases it is very low. This being, comparatively speaking, a new Township, the people in general are poor, and with a few exceptions, those who are not, seem more desirous of gaining property for their children than of giving them an education. With the exception of one section, the habit of employing so-called cheap teachers, however inefficient, prevails throughout the Township. I really wish the standard for second and especially for third class teachers was raised,* it would have a tendency to drive from the profession many who are wholly incompetent."

57. *John Johnson, Esq., Hungerford:* "In respect to the library, through delays of the Council, the books were not ready for circulation till the 14th of

* It has been raised,—see Appendix.

July. Since then I have attended every Saturday, and up to the 31st December, had loaned out 669 volumes. Many of the inhabitants consider the library a great privilege, and there is an increasing demand for books. The advantages arising from it are manifest in the freedom with which the constant readers converse on subjects that have occurred in the course of their reading. The Library Catalogues and Reports were sent to the most central post office, and the parties duly notified. I think they were received by all the Trustees. Some of the Trustees expressed great satisfaction on their receipt, while the more ignorant appeared to know or care very little about them."

58. *The Reverend D. Wishart, Madoc & Tudor:* "In school section No. 9 there is a library. The books are well preserved, but not much read. Last year the schools were all on the free system, but in two of them the rate-bill has been resolved upon for the present year. The effect of this became at once apparent. In one section the school is shut up, and in the other the register has been very considerably diminished; those who do attend however, are much more regular. All the schools were in operation for the greater part of the year, and the people generally manifest a strong desire for education. But I cannot commend them for much intensity. For the most part Trustees are appointed by rotation, irrespective of their capacity to fill the office, and the engagement of teachers generally depends on their cheapness, not on their qualifications. Nor is it an uncommon thing to dismiss a really good teacher for a very indifferent one, either on this account or for want of being able to appreciate his worth. As a general rule the teachers should be scholars. There are however, some honourable exceptions, especially in the village school, where the training is excellent. I think the evil of employing inefficient teachers might be greatly remedied by a general tax* being levied on property throughout the Province of Upper Canada, and the teachers paid out of this common fund. The poorer sections would then be able to keep a teacher the whole year, better qualified teachers would be obtained, quiet and harmony would prevail, all children would have a more equal start in the race of life, those who had no children would not complain of being too heavily taxed, the rate-bill system would disappear, and this too would be simple justice."

59. *George Wiggins, Esq., Marmora:* "The schools in this Township are improving. The free school system has been generally adopted for 1858 and 1859. It speaks well for the interest taken by the inhabitants in the subject of education, when they voluntarily tax themselves for the support of schools. The free system is so much thought of, that it was adopted unanimously. The tax on the non-resident lands is a great help to the schools in the back Townships. The Township Council having had to tax the municipality to meet the non-resident demands, will account for us being without a Township Library. The subject is not rejected, but for the reason before mentioned is laid aside for a time. A motion is on foot by the County Council to appoint one Superintendent for each riding of the County and how this system will act I cannot tell, but I think it will be very

* The County Councils have now full power to levy this tax if they please.

inconvenient for the back Townships, as many of the Trustees are not capable of making out their returns correctly. I may remark here, that a Local Superintendent living in front of the county will never be able to carry out the design of the framers of the Law. The pamphlets on School-House Architecture, Library Catalogues, Reports, and the *Journal of Education* have been distributed with good effect among Trustees and others. The schools now reported as in operation, are progressing, and the results cheering."

60. *Henry Brown, Esq., Raydon:* "I cannot give all the information you require, on account of not having had an opportunity of a personal examination of the schools in this Township, but from other sources of information and local experience I can safely state that, that magnanimity which should characterize itself in all classes of the community is not properly displayed by the people, in assisting Trustees to carry into effect the noble system of education, which your indefatigable and ceaseless exertions have brought to so exalted a position. They feel and know its wants, but petty jealousies prevent them uniting for the advancement of their own interests. The system of changing school teachers in this township is too frequent, (when the majority of the teachers were not trained at the Normal School,) as each teacher has a different system of teaching, and consequently a considerable length of time is lost in getting children familiarized with so many individual modes."

61. *Thomas D. Farley, Esq., Sidney:* "It affords me pleasure to state, that the schools in this Township are in a prosperous condition. Trustees, parents, and teachers all seem equally interested in the cause of education. All parties are becoming acquainted with the School Act,—the more it is used, the more is its applicability apparent. By close observation I find that proficiency in learning greatly depends upon conducting the schools in conformity with the rules of our excellent School Act. Our school-houses are being much improved, and those lately built, afford better accommodation, besides being much more comfortable and convenient, than those of former years. The people are beginning to appreciate the advantages of having a good substantial school-house in every section. The pamphlet on School-house Architecture has not been published in vain; in many instances the plans therein laid down have been adopted, both in building and repairing. You may learn by the report that we are in great need of Maps, Globes and other Apparatus. I have no hesitation in stating there is an increasing desire for education amongst the inhabitants of this Township, and in my opinion your valuable *Journal of Education* and the establishment of the national library system, will stimulate the moral and intellectual energies of the people of Canada to greater exertions. I hope the day is not far distant, when Canada shall enjoy the blessings of a free and universal system of education."

62. *W. Campbell, Esq., Tyendinaga:* "Having been so recently appointed a Local Superintendent, I cannot compare the present with the past standing of the schools in this Township, but it would give me pleasure to speak more favourably of them than as a whole, the truth will verify. The efforts made to obstruct the

operation of the free system, on which our schools are based, by imposing rates, &c., on scholars, afford careless or saving parents and guardians, good pretexts for keeping the children from school altogether, or of sending them irregularly." The employing of cheap unqualified Teachers, the frequent changing of Teachers, the closing of school during the intervals of the changes, and the different modes of teaching introduced in the same school are of themselves sufficient to retard the progress of general education. But if we add to these the indifference of parents and guardians, Trustees, and School Visitors on matters of education, the description of School-houses, many of which as regards design, furniture, and apparatus are not fit for school purposes, we cease to wonder at the slow growth of education despite the best efforts of its friends. I am happy, however, to say that an impression favourable to free schools is becoming general, and I have but little doubt that the Report for 1859 will shew most of the schools in this Township as free. The Township Library has proved a great benefit to those sections that have availed themselves of it. At first, the books were covered and labelled, but many of them, from being much and carelessly handled, are now destitute of both, steps being taken, however, to renovate them. The *Journal of Education* is extensively used, and is a great auxiliary to the cause it advocates. The Report of the Chief Superintendent was distributed and has been read by most of the Trustees. It has served to enlighten many on matters of education. The Library and General Descriptive Catalogues have also been of much service, several sections having sent to the Department for libraries, maps and other school apparatus. The fact that many of the Trustees cannot read or write, and also the mode of keeping school section accounts render it a very arduous task to make out a general Report for the Township."

XVI. County of Durham.

63. *Rev. T. W. Allen, Cavan:* "I am happy to say that, on the whole, the Trustees' Reports for 1858 are a decided improvement when compared with those of former years. I distributed the pamphlets on School Architecture, the Chief Superintendent's Annual Report and the Catalogues, amongst the various sections as soon as I conveniently could. I infer from the eagerness with which they were in most instances received, that they would be generally read, and their influence correspondingly extensive and beneficial. The *Journal of Education*, with one exception, is regularly received in all the sections. I feel convinced that the admirable selections contained in the *Journal* during last year cannot have failed in producing the happiest results throughout the country. The extracts from 'Educational Speeches' delivered in England have been the subject of particular remark and commendation in this township. There is but one Common School Library in the Township: the books being much read and the prescribed regulations observed. I think I can say with truth that education is making steady progress here. It is better appreciated and the people are more willing to aid in its support than in former years. You will perceive that the school in Millbrook is in a most flourishing condition. Under the able management of a male and

of our common schools. The free school system is being better appreciated in this small Township; I shall be glad to see it universally adopted, as I consider it well qualified to meet the wants of the community. The system has already been adopted in two sections. The other sections being small and of limited resources cannot keep their schools open for more than half the year. I beg to thank you for the pamphlet on School Architecture, which was duly received, also for the *Journal of Education* regularly sent to every section in the Township; both are highly prized and eagerly read."

69. *The Reverend Francis Andrews, Otonabee:* "Our schools generally have been progressing harmoniously during the year, except in one or two instances where difficulties arose between the sections and Trustees, for the latter giving, as was supposed, too large a salary to the Teachers. These differences, however, were easily settled by impressing upon the people that *good teachers were always the cheapest.* We have little difficulty arising from sectarian feeling, the people generally seeing the necessity of availing themselves of a good education for their children wherever obtained. We have tolerably efficient teachers in all the schools. Most of the schools have been kept open throughout the year."

XVIII. County of Victoria.

70. *The Reverend D. Wright, Fenelon and Verulam:* "The experience of the past year has contributed much to the removal of an unfounded prejudice against the free item in the school system, that prejudice having arisen from misapprehension of the individual rights of citizens in a country whose free institutions constitute one of her chief glories, and one of the 'Samson locks' of her strength. But as it is only the few are prepared for reasoning on this subject, and the many are swayed by the imputation of injustice in the law or regulation, which imposes (as is implied in the charge) on me the obligation to educate your children, or on you the obligation to educate mine: we have, I say, apart from, and independent of this question, the experience of enlightened discussion, and the very things which will suit well the apathy of the many,—facts! unanswerable facts! Those who value money above education are learning that the pocket does not suffer the penalty from free schools which they imagined. If our Province is to be furnished with schools, our school system is to be the grand agent in attaining this object, and the present position of the question warrants this conclusion; observation and experience have prepared the majority to avail themselves of the advantages furnished them for securing a respectable and useful education. The minority are therefore at last taking the warning given, viz: to change their position or bring up their children in ignorance. In the municipalites of Fenelon and Verulam there is now manifested a praiseworthy spirit of enterprise in school matters. Inducements are being held out to Teachers to prepare themselves for the profession, and to regard the same with more interest and satisfaction. One important object yet to be gained, is that of the selection of Trustees. The patrons of schools should be influenced and guided by the laudable desire to promote the welfare of our country by means of a sound and safe education, and therefore be guarded against the prejudices of

party on the one hand, and interest or supposed interest of the pocket on the other. Let the men who are chosen be those best qualified to fill the office."

71. *P. H. Clarke, Esq., M.D., Eldon :* "I have much pleasure in stating that the Schools in the Township of Eldon, are in a better condition than formerly. A great improvement has taken place in the past year in the character and ability of the teachers; this is mainly owing to the exertions of the Oakwood Grammar School Trustees, (who form the Board of Examiners for the Township,) by rejecting unworthy candidates as teachers. With few exceptions the schools have been very well conducted, and the pupils appear to be making satisfactory progress. I believe the regulations concerning the Common School Libraries are strictly observed, and in the older Sections, these libraries are exerting a salutary influence upon the minds of the young people of their respective localities. The pamphlet on School House Architecture has been distributed, and when the sections build new Schoolhouses, (as they will very soon be obliged to do) it will then, I have no doubt, be found to have a very beneficial influence."

72. *W. H. McLauchlin, Esq., Mariposa:* "I think we have every reason to congratulate ourselves on our prospects. After the end of the present month there will not, I believe, be a single third class teacher engaged in this Township, and there is only one in reality teaching at present. The main difficulties in the way of the certain success of our school system, are I think owing to three particular causes, viz: the indifference of the elderly portion of our population to School interests; the low standard of qualification, especially for third class teachers; and the ease with which applicants for certificates from our County Boards may, as a general rule obtain them. The responsibility of carrying out the School Laws in their true spirit and full meaning rests to a great extent with our County Boards. I have from personal observation been much surprised to notice the carelessness with which 'Boards' endorse the qualifications of persons, and so give them authority to impose upon the public. I have reason to hope that our Oakwood County Board will work a great change in this respect, and in fact it has already done so. Applicants now come better prepared for a thorough examination, the result being plainly observable. The establishment of the Grammar School in this place will also give an impetus to the cause and progress of education. This was much needed. We have a library in every Section. The books hitherto have had but a limited circulation; the demand, however, is on the increase. The regulations are properly observed, and the books carefully labelled. The *Journal of Education* is highly valued in all the Sections. The reports, pamphlets, catalogues, &c., have been put in the hands of Trustees and Teachers. Judging from the poor class of Schoolhouses, the pamphlet on Architecture has received but littte attention; however, we look for great improvement in the next few years. Our Schools are all furnished with maps."

XIX. County of Ontario.

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of our common schools. The free school system is being better appreciated in this small Township; I shall be glad to see it universally adopted, as I consider it well qualified to meet the wants of the community. The system has already been adopted in two sections. The other sections being small and of limited resources cannot keep their schools open for more than half the year. I beg to thank you for the pamphlet on School Architecture, which was duly received, also for the *Journal of Education* regularly sent to every section in the Township; both are highly prized and eagerly read."

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nection with the general depression that prevailed last year, shews that the desire for education has taken a firm hold in this Township. The advantage of employing a good teacher in preference to an inferior one was remarkably exemplified in the 12th School Section. The average attendance during the first six months in 1857, when the School was under the care of an inferior teacher, was 20½; during the corresponding period in 1858, while under the charge of a better qualified teacher, the average reached 49. The libraries at present exert but little influence, and those of the inhabitants who are most inclined to read have overlooked the books most suited to their tastes. The pamphlet on School Architecture was supplied to the several School Corporations. The distribution of such information cannot but exert a proper influence."

74. *D. G. Hewett, Esq., Mara and Rama:* "I think we still progress, though slowly. We want the adoption of a better principle by the Trustees, and a more unanimous action in the selection of teachers, which is now rather a vexed question, and I fear your authority may be required in the matter."

75. *Rev. R. Monteath, Scugog and Reach:* "In all the sections the Library Catalogue, the pamphlet on School-house Architecture, and the Chief Superintendent's Report were given to the Trustees, with what effect I cannot particularly say, but I should imagine a decidedly good one. There are several sections where better School-houses are particularly desirable, and one, I believe will be erected in the course of next summer; in the mean time the "hard times" are a hindrance to more extensive improvements being made. Never since I entered on my labours have the schools been in fuller operation than during the past year, and with two or three exceptions the teachers have given much satisfaction. Matters on the whole are making improvement, decided improvement, and yet it is desirable that in respect of school attendance, school apparatus, and even some of the School Teachers, that further advance should be made."

76. *J. W. C. Brown, Esq., Scott and Uxbridge:* "When I entered on my duties last April, as Local Superintendent for Scott and Uxbridge, I found four schools in operation in Scott, and seven in Uxbridge. Of the four in Scott, one was taught by a first-class teacher, the others by second class. Of the seven in Uxbridge, one was taught by a first-class teacher, four by second-class, and two by third-class teachers. Before the close of the year six schools were open in Scott and ten in Uxbridge, and not a third class teacher was employed in any of them! The people seem anxious to employ teachers with higher qualifications than formerly; the benefit of this being everywhere apparent. The schools in these townships will compare favorably with those in any other Township in the County. When making my visits among the Schools, I was highly pleased to find the scholars generally early and punctual in their attendance at School, obedient to their teachers, and attentive to their studies, and evidently making rapid progress in them. The teachers too, seem more alive to the great importance of their profession and appear deeply imbued with the spirit of attachment to the great work committed to their charge. One noble and encouraging feature among our teachers is their high moral

character. Hitherto, this was not so much thought about, but now it is almost a *sine qua non* in almost every School Section. Altogether, Canadians have much to be thankful for in their School system, for no country can boast of one so thorough and so adapted to the wants and requirements of a young and rising country. Several sections have availed, and others are now taking steps to avail themselves of the munificence of the Educational Department in appropriating one hundred per cent for the purchase of School Libraries, prizes, maps and apparatus. "In those sections where the Schools are well supplied with maps, &c., the pupils take a livelier interest in their studies and are making more rapid progress therein, than those which are destitute of those requisites. The circulation of the work on School-house Architecture is stirring up Trustees and people to the importance of having lofty and well ventilated houses. Two new School-houses have been built in Uxbridge during the year, and they are quite in advance of anything of the kind before erected. There is at present but one Library in connection with the Schools, but I am happy to be able to say that in that section the people take a deeper interest in the education of their children than in any other section in my superintendency. I am fully persuaded that another year will turn the tables in favour of Common School libraries. I find that my public lectures have not been in vain in this respect, for several sections have made application to me for instructions in regard to the procurement of maps, apparatus and libraries, and I have good reasons for believing that these two Townships will not be behind any in Canada in these matters. A spirit of emulation is awakened, and each section seems determined to outdo the other in reference to Libraries and School requisites for the use of the different Schools. It is an emulation worthy of commendation, as well as imitation."

XX. County of York.

77. J. T. Stokes, Esq., Gwillimbury North & East: "Not only from statistics but from the firm tone evinced in the Schools under my supervision, I have to state that a decided improvement has manifested itself in the cause of education over that of the three preceding years. One great cause conducive to that result, is the greater attention paid by Trustees to the employment of teachers, they having from conviction, as I have every reason to believe, invariably adopted the principle that a good teacher at a fair salary is the only means calculated to secure to the School Section an adequate return for the outlay. Since my connection with the Schools of the Township of East Gwillimbury and even before, I have noticed an almost universal desire to grind the teachers' salaries down to a mere starving price, which has tended gradually to drive those who possessed a teaching talent from the Township, and resulted at one time in the introduction of a number of inexperienced persons, many of whom were mere boys or girls, who generally entered the occupation without any intention of making it a permanent calling: the efficiency of the Schools, consequently, suffered in a most vital part. As regards the statistical evidence of the greater interest taken in education, I find on comparing the average attendance for East Gwillimbury for the years 1857 and 1858 an increase in that of the present year, and that without any material increase in the school population.

The average for the first half-year of 1857 is 378½, that of 1858 is 444¼; the second half-year of 1857 is 297¼, that of 1858 is 335, showing an increase in the first half-year of 65¾ and of the second 37¾. During the years 1857 and 1858, the Council of the Township of East Gwillimbury apportioned among the several School Sections, according to the School population, the sum of $883 23 cts., being the interest arising from the Clergy Reserve moneys received by that Township. The principal of the said money is invested by the Treasurer, and annually forms a handsome fund for School purposes. I notice that in the past year but four out of fifteen Schools in the two Townships are free, and although there has been an increase in School attendance, I am convinced that a much greater increase would have been the result had more of the Schools been conducted on the free system. A practical illustration of this has been given in Section No. 2, East Gwillimbury, where until last year a rate bill was charged. From July to December, 1857, the average attendance (under the rate bill) was only 41¼, with fees amounting to $19 20, but in the corresponding months of 1858, under the Free School system the average was 70, with fees amounting to $102 63. This is direct proof that the free system has the effect of securing a greater amount of School attendance. During the past year one School-house has been erected in East Gwillimbury (Section No. 4). The Trustees seem anxious that it should be well appointed, and are doing all in their power to further that end. I have during the past year distributed throughout the several Sections the Educational Documents and the pamphlet on School Architecture. As regards the influence had by these publications, it cannot fail to be beneficial. I might allude especially to the one on 'School-house Architecture,' the utility of which is threefold: 1st, from its plain instructions on matters connected with building affairs; 2nd, from its instructive hints on School management; and 3rd, from the numerous selections contained in it for School recitation. In those sections containing School Libraries, I still find as heretofore, that considerable interest is felt in education. The books are covered and labelled, and I believe the regulations are strictly enforced. In my last report I alluded to an opinion that was gaining ground in this neighbourhood, to the effect that the legislature should compel the acceptance of, as well as provide education for the people. From conversations I have had with intelligent people on the subject, I feel more than ever convinced of the feasibility of such a measure."

78. *R. H. Evans, Esq., Georgina:* "In most of the sections in this Township, I regret to say education does not advance as rapidly as could be desired; but I hope and trust the next Annual Report will be more satisfactory and that a progressive course of education in this Township will be perceptible, and learning more fully appreciated."

79. *Rev. James Adams, King:* "It affords me great pleasure to be able to state that education, generally speaking, is progressing in this Township. The Free School system is gaining ground; and I am confident the day is not far distant when it will be more highly appreciated. All the schools but one are supplied with good libraries, and, on the part of both young and old, there seems to be a

growing desire for the acquisition of useful knowledge. The schools, generally, are under the charge of good Teachers; but I regret that some of the school-houses are not so commodious and well furnished as they should be. It is expected, however, that some three or four new ones will be erected next summer, also that maps and apparatus will be procured in order that the work of education may be more successfully prosecuted."

80. *Rev. G. S. J. Hill, B.A., Markham:* "The progress made in the common schools of this Township during this year is, on the whole, encouraging. They have been very well attended. Eighteen out of twenty-three have been open the whole year, while the average time of each was eleven months and thirteen days. We have had eight free schools this year: there being only four in 1857, this is a step in the right direction. Copies of the valuable work on School Architecture, and Catalogue of Books to be had at the Educational Department have been sent to every section: and already the Trustees, to a large extent, are availing themselves of the opportunity of purchasing reward books, on such favourable terms, for the children attending their schools. Ten or twelve dollars thus spent every year, add very little to the expenditure of the school, while they have a most beneficial effect in stimulating the scholars to compete for the prizes."

81. *Rev. John Laing, Scarborough:* "There is a general want of apparatus in the schools,—except maps and black-boards,—and very few are prosecuting the higher branches of study. There is not a school library in the Township. The public library reported in No. 6, though open to all for a small fee, yet is properly a private concern. There are small libraries in connection with churches, and the influence of these, in connection with Sabbath school libraries, is decidedly good. It is, however, to be feared that books are neglected and too much time is given in reading the profitless and irritating articles in newspapers. The pamphlet on School-house Architecture has been distributed, but no school-houses are now required for the Township. In delivering the lectures on Education, as required by the Act, I have endeavoured to bring out the people by evening addresses, and, to some extent, I have been successful. In section No. 9, the wife of the Teacher for some months gave instruction in sewing, &c., in connection with the school. She charged an additional fee."

82. *D. McCallum, Esq., Vaughan:* "In transmitting my Report for the Township of Vaughan, I have pleasure in stating that the greater part of our schools are in a good state. They have all been in operation during the year—seventeen for the whole year and one for eleven months. Teachers' salaries have averaged a little over four hundred and eleven dollars, but I regret to say that, owing to the pressure of the times, the average for next year will not be so much. The work on "The School-house and its Architecture" has been distributed in every section during the year, and I am happy to say is doing its work silently. The Scriptures are read in nearly all our common schools, and many of them are opened and closed with prayer. A substantial brick school-house has been erected in Kleinberg during the year which certainly does credit to the village. All the schools are

furnished with libraries, so our people cannot complain of a want of instructive and useful reading. How differently our schools are furnished and conducted now to what they were twenty-five years ago, when I was a school-boy. Truly Canada has much to be proud of. I trust her sons will endeavour to make a good use of the blessing within their reach and also evince their gratitude for them."

83. *Rev. Richard Jones, York:* "I think I am fully warranted in saying that on the whole the state of education in this Township is encouraging. With but three exceptions all the Schools have kept open during the year; the attendance also is greater than any previous year. Two-thirds of the Schools are conducted on the free system, and as a consequence the number reported as not attending School is about *one hundred less* than in 1857. Where children do not attend, the fault is mainly attributable to indifference on the part of parents. My lectures during the last three months have been attended by greater numbers of the adult population than formerly. This is a pleasing circumstance, and one that affords encouragement to try to perform this duty as efficiently as possible. Most of the Schools are opened and closed with prayer, and in all the Scriptures are regularly read. Since the establishment of Separate Schools in three Sections of this Township, we have had no trouble respecting the Bible. The separation of the Roman Catholics is considered by many to be a benefit to others, but a great loss and positive injury to themselves. Could they be persuaded to abandon the idea of separating from their peaceable neighbours, and unite with them in supporting our Common Schools, it would be far better for them. Thus making our schools to be in *fact* what they are in *name*, 'Common,' that is, open and free to all. No man's child should be known in these schools as the child of a rich man or a poor man, as the child of a Protestant or a Catholic, but simply as the child of a citizen: every one availing himself of the same privileges offered by our excellent system of Common School education. Last year the township council supplemented the funds of each school with the sum of $40, from the Clergy Reserves money, from the benefits of which the Roman Catholics also exclude themselves. The excellent pamphlet on School-house Architecture, with the Library Catalogues and Annual Report have been distributed, and will doubtless prove very acceptable helps and greatly serve the cause of education."

XXI. County of Peel.

84. *Rev. H. B. Osler, Albion:* "I consider that on the whole there is an improvement in our Schools, but still not so marked as could have been wished. As regards the libraries, the books are kept as near the regulations as possible, and judging from the report, are better appreciated than during former years, and consequently we may hope that they are productive of good."

85. *Rev. A. McFaul, Caledon:* "Since my appointment to this office in August last, I have visited all the schools under my superintendence twice. I did not notify my first visit as I wished to see the every day working order of the schools; but when I went to lecture, being desirous of having as large an audience as pos-

sible, I gave notice of my second visit. Some of the Schools I found in an interesting state of operation, but in the greater part of them there is a great lack of energy. The system of teaching and discipline adopted and practised by a few is commendable; but in the majority of instances there is much room for improvement. I find in all the Schools a great deficiency of maps, apparatus, tablet lessons, &c. I am sorry that I have to direct your attention to the fact that there are but five sections in this Township supplied with Common School Libraries; this deficiency is not owing to the want of means to procure them on the part of the people, but to their culpable indifference, many of them being but little alive to the great importance of moral and intellectual improvement. The few libraries that we have are producing a salutary influence in their respective localities, and the books are regularly taken out and read by a majority of the inhabitants. I have frequently warmly pressed upon Trustees and parents the importance of taking advantage of the liberality of the Government, and securing the means of moral and intellectual improvement."

86. *W. Hope, Esq., Toronto:* "The Schools are generally taught with a fair degree of efficiency, in some instances with a very high degree, and I am glad to say, that so far as I know, the salaries of teachers have not been reduced below the standard of previous years, notwithstanding the existing monetary pressure. At the same time the taxation for school purposes has been lighter than formerly, as the township council appropriated the sum of $40 to each School from the Clergy Reserve Funds. As no better use can be made of these funds than furthering the interests of education, it is to be hoped that at least an equal amount will be advanced towards the payment of teachers' salaries, both for the present and succeeding years. I have said that the schools of the Township are in general, efficiently conducted; I must, however, add in modification of this statement, that progress is, in some instances, seriously marred in consequence of a too frequent change of teachers, arising sometimes from incapacity on the part of teachers, but still more frequently from the circumstance that not a few only engage for a limited time while preparing themselves for other pursuits. Trustees cannot be too careful in their endeavours to secure efficient teachers, and they should remember that much of the success of a school must depend upon the avoidance of the lamentable system which seems to prevail in some sections, and under which it appears to be regarded as a matter of course, that the services of a teacher should end with the twelvemonths for which he had been engaged. The libraries connected with the sections seem to be extensively used. The books are carefully covered and kept in good order. The *Journal of Education* is generally received and has much influence in directing its readers to the great purposes of education. In reply to your query, "what is the cause of non-attendance," I can only report that, in all cases, it is owing to the culpable neglect of parents and guardians. I feel no hesitation in saying that in no other country are such equal facilities afforded to all for receiving an education, as provided for by the school system of Upper Canada. The teachers are all of respectable attainments, and some of them have taught the same school for years, giving general satisfaction both by their efficiency as teachers and respectability of character."

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XXII. County of Simcoe.

87. *R. T. Banting, Esq., Essa:* "I have much pleasure in stating that common school education is progressing very favorably in this Municipality. The Trustees appear anxious to secure good teachers, and the people submit willingly to the amount levied for their support. There is but one library as yet in the Township, which is in No. 3. I know its volumes are read and well appreciated, both by the children and people generally. I have reason to believe that the good resulting from it will be a stimulus to other sections to follow its example."

88. *William Harvey, Esq., Flos:* "School operations have been conducted with the utmost harmony and unanimity in this Township during the past year. The Trustees carried out the provisions of the school laws and met with ready co-operation on the part of the people. The schools are conducted on the free system, which is preferred by the inhabitants. I am sorry to inform you that the books of our Township library are not much sought after,—a large majority of the rate-payers being prejudiced against them. Their opinion is that the library was forced upon them by the Township Council at a time when the money was required for local improvements."

89. *Moses Hurshaw, Esq., Mono:* "I have great pleasure in stating that your invaluable exertions in behalf of the free school system have already produced good effect even in this remote part of the country, since half of the schools in this Township are free, and I have no doubt that the number will increase. An increased desire for education has already arisen among the people of Mono, and, by a little exertion in urging them to establish libraries and employ Normal School Teachers to a greater extent, I have no doubt but that our school returns will soon present a different aspect."

90. *The Reverend John Gray, Oro and Orillia:* "The pamphlet on Schoolhouse Architecture, the Library Catalogue and Chief Superintendent's Report were duly distributed according to the instructions received. The first of these is both valuable and useful and is fitted to encourage taste in school architecture, as well as to convey many careful hints respecting the training of the young. The occasional issue of such works cannot fail to exercise a beneficial effect upon the educational interests of the country. By request of the priest, I postponed my December examination of the Orillia separate school till this year, so that only one visit appears in the report. I feel bound to state that this school is well conducted, and, in more than average order. I consider it the best under my charge, as far as progress, order, the system of instruction and the teaching gifts of the master are concerned. This is shewn by the fact that about 20 Protestant children attend the school, though the village school has a good first class teacher. Though in theory opposed to such schools as marring the symmetry and perfection of our educational system, and tending to promote sectarian jealousy and strife, yet I feel bound to admit that the establishment of the separate school in this

locality has been beneficial to the cause of education, and has been the means of educating from 20 to 30 children who would otherwise have grown up in ignorance. As after the 1st of April, the appointment of Local Superintendent of Orillia will be held by another party, I deem the present a suitable occasion for taking a review of education within the Township during the seven years of my superintendency. When I accepted office the Township contained only one school, and very little interest was taken in it—nay, views were held and published by persons in the Township deprecating the education of the people, and arguing that they ought to be left in ignorance. Now there are three schools; a very general interest is taken in the subject and all classes unite in promoting it. About five or six private schools have been established at various times and continued for a longer or shorter period in operation. Then only one small school-house was in existence, which was in a very inefficient state,—without maps, apparatus or proper furniture, and the attendance barely one-third of what it is now. Since that time, three new school buildings have been erected, one of them of brick. Maps have been provided for two of them and the furniture, &c., much improved. The facility for teaching as well as its quality is greatly improved. The library in Oro is in an efficient state. Many books are taken out during the winter months from the various sub-libraries that are placed throughout the Township. The library in Orillia has been read through by several of the people, but the state of the Township funds, combined with other causes, has hindered the Council from increasing its size."

91. *Ephraim Dean, Esq., Vespra:* "The schools are, generally, in a flourishing condition, and I think the system is getting firmer hold of the affections of the people, as is instanced by the liberal manner they have supported their schools during the past year. Persons living in old settlements know but little of the amount of privations and difficulties that we have to contend with in the back settlements in making up our school tax. On referring to the Collectors' roll, I find in many instances that the school tax equals all other taxes put together. Our schools are all free, and I trust future generations will reap the ripened fruits of the system you have introduced into our fair and beautiful Province."

XXIII. County of Halton.

92. *The Reverend J. G. D. McKenzie, M.A., Esquesing:* "A very favourable opinion, I think, must be entertained in regard to the progress of education and the condition of the schools generally in this Township. It will be seen that among the whole staff of teachers, only one with a third class certificate is employed, and he obtained his school only on the understanding that he would make the most diligent efforts to raise his standing and improve his attainments. While some two or three of the schools are not what I would like them to be, others are highly respectable, and many of them, cannot be easily surpassed in the ability of the teacher, the proficiency of the pupils, and the excellent discipline maintained. I have prepared with a good deal of care, and am in course of delivering, a written lecture

on Education, to which twenty years experience in tuition enables me, I trust, to impart something of a practical character: there has been a large audience so far in every section."

93. *The Reverend Thomas Greene, D.D., Nelson:* "Upon examination, it will be found that we are endeavouring to avail ourselves of the privileges which the present educational system affords. In my visits to the schools this winter I was much pleased to notice the number of young men attending and submitting with a commendable spirit to all the rules quite as cheerfully as the younger pupils. I would also draw your attention to the fact that all the schools have been kept open throughout the year. It is very gratifying to observe that in 11 out 13 schools in the Township the Holy Scriptures are regularily read without interfering with the consciences of parents and pupils. Maps, &c., have been furnished by the Trustees, and I hope the close of the present year will find each school supplied with such necessary and pleasing mediums of useful instruction. From my own experience I think I may safely affirm that our schools in Canada will shew advantageously in comparison with any at home; and as prejudices pass away, a cavilling spirit will I believe yield to a hearty desire to make the most of our present system of education; for which if we claim not perfection we must at least assert it worthy of commendation."

94. *The Reverend A. J. Macaulay, Nassagaweya:* "It gives me much pleasure to state that there is, on the whole, a marked evidence of progress in all the schools under my care during the past year, and some of them indeed, are in a flourishing condition. The schools have all been kept open during the year, and in almost all the sections there is considerable interest taken in the education of the young. The Free School principle was adopted in three sections last year, and this year, with one exception, the schools are all free. I trust the time will soon come when the free system will be universally acknowledged. In regard to libraries, I am sorry to say they are not as generally appreciated as they ought to be by the inhabitants of the different school sections. In conclusion, I am happy to state that great interest is taken in all the schools under my charge."

XXIV. County of Wentworth.

95. *R. H. Cradock, Esq., Ancaster and Flamborough West:* "I have but little to add to what I previously said on the subject of School Section Libraries. The books appear to be well taken care of in those few sections that are as yet supplied. The scarcity of money, has, I think latterly operated very materially in preventing Trustees in many sections from incurring any expense beyond what was absolutely necessary in order to keep the schools open. The Library Catalogue, reports and books on School Architecture have been distributed. There is a visible improvement in the style of school houses lately erected: attributable, no doubt, to the pains taken to convey information to the people. The new school house, just built in No. 11, is very creditable to the inhabitants of the section. It is a substantial and well finished brick edifice, and well replaces the ugly and uncomfortable log building previously occupied. The schools have been kept open nearly the whole year in

both Townships. This is a great improvement on former times, when many of them used to be shut up about half that period. I must join in opinion with some Local Superintendents whose remarks were published in your Annual Report, as to the mode in which some of the present school officials are elected. A change is needed, and I would suggest that a board, composed of all the School Trustees in each Municipality, should meet once a year for the election of the Local Superintendent. This would, I think, if not free from some objections, be better than the present plan."

96. *The Reverend George A. Bull, Barton:* "In accepting the office for the past year, my chief desire was to make it a practical one, and my services as useful as I possibly could. I had observed there was much room for improvement in the school affairs of this township,—that neglect, indifference and carelessness were too manifest and glaring in several sections. To effect the necessary changes for the benefit of schools and school sections became a subject of interest and effort on my part. Besides the attention which is always required for the welfare of a school, such as the encouragement and assistance of advice and counsel, as well to the Teacher as the Scholars, I found much to do in setting before the several boards of Trustees the sadly neglected state of some of the schools and premises. Habits of carefulness, order and cleanliness were too much set aside, and evils prevailed in their stead. Some school rooms were seldom if ever cleansed and dusted, having the smoked walls, and collected dust of weeks or months, and large numbers of children were daily assembling together in them to remain for five or six hours at a time. The yard and play grounnd in three sections are as yet but the public road, without, of course, the safety, convenience, privacy and comfort of ground properly laid out and attached for school purposes. It is clear that these are great evils, and that habits of order and cleanliness should be, upheld, by example as well as precept, otherwise children will be great sufferers now and may be in matured years. On this subject of school rooms and premises, I have been careful in urging upon Trustees the necessity of fulfilling this part of their duty and office of trust. For the present I forbear mentioning the numbers of those sections where neglect still exists, as promises of amendment have been made. You will see by the report that I have visited the schools in this township during the preceding nine months, thirty-one times. There are only six schools, and one of them has been closed four months, while the house was being thoroughly renewed and rebuilt. Besides those visits, which I trust have been profitably made according to the design of the office, and addresses made to the children at each time, I have delivered public lectures in five sections, three of which were remarkably well attended, and one was omitted on account of the notice not being properly given. That portion of the day appointed was, however, lost to myself travelling to the section. I am happy to report favourably of at least four of the schools in this township, that the children have progressed very well, to the credit of their respective teachers and their own industry. The seeming want of success in the other two may be attributed to the apathy of Trustees, whose inattention is great discouragement to parents and children. I have nothing to report of libraries or maps, save what has been al-

ready reported by superintendents of this township, viz: one good library in section No. 4, and good maps in sections Nos. 4 and 6. The reading of the Holy Scriptures at the opening and closing of school is generally adopted. The pamphlet on School Architecture was duly distributed, and in two instances afforded some assistance. It is an interesting and valuable publication. Allow me to make two suggestions with respect to obtaining libraries, maps, &c., and the selection of teachers, and believe me, dear Sir, I make them with greater deference to your judgment and experience, than mine on such matters. With regard to libraries, maps, &c., as there seems a want of proper estimation of these things amongst our Trustees generally, I would suggest that the Local Superintendent of each township be enabled to procure them at the public charge and on the present terms of legislative apportionment; and lest, a too great expense might be entailed on a section by an over anxiety for improvement, though that is not likely to occur, I would add, that a limited sum of money be voted him from year to year, to expend as he judges fit for the benefit of each section.* As respects the selection of teachers they are too generally chosen independent of the Local Superintendent. I would suggest that the several Boards of Trustees and Superintendents from as many boards meet to determine upon the selection of a teacher for their respective sections. At present, Trustees too often choose and appoint regardless, of the qualifications of an applicant. A Superintendent most generally is applied to by those seeking the situation of teacher and is supposed to be well qualified to give an opinion or judge rightly, and this opinion or judgment could be given for the guidance of Trustees. The Act evidently intends that this should be so, but as it is only a recommendation, Trustees will do as they please. I feel sure that Local Superintendents generally would cheerfully take their additional duties upon themselves, though their services in this county are very ill repaid. Those with whom I am acquainted, I am sure would consider the advantage and improvement of the youth within their respective townships with lively satisfaction and would render these services spoken of, if only benefit were added to the common cause of education. As it is, Superintendents in many instances cannot but regret that their office is so nominal, instead of being real and practically useful in its influence and effects."

97. *The Reverend John Porteous, Beverley:* "The library in School Section, No. 17, must be doing good. I believe this on the ground that 756 volumes of unexceptionable matter can hardly be perused, without leaving some valuable seed behind; but I cannot tell what are the precise effects for good. The books are covered, labelled and numbered, and I believe the regulations are strictly observed."

98. *The Reverend George Cheyne, Binbrooke and Saltfleet:* "I am happy to report that the schools in the townships of Saltfleet and Binbrooke have been in successful operation during the past year. The average time which they have been kept open is greater, being in Saltfleet about 11½ months and in Binbrooke about 10¾ months. The majority have been in operation the whole year. The average at-

* The County Council can provide the money and make these arrangements.

tendance has in most sections been also greater. Those not attending school will be found to be generally above the age of twelve years, and who having received a tolerable amount of education are taken from school and employed at home ; whilst on the other hand those below the age of six or seven years are too small, and frequently live at too great a distance from the School-house to be trusted alone. At the same time there may be some cases of indifference, but these I think are few. Upon the whole, there is an increasing interest manifested in the cause of education. I have urged upon the Trustees of the various sections in Saltfleet the necessity and advantage of getting school libraries but as yet without success. As education is comparatively lost to the young if in after life suitable reading material is not provided, by no other means can this be so effectively provided as by sectional libraries. There is only one School Library in the township, and that is in the smallest section, No. 7, for which it deserves credit. The Municipal Council of Binbrooke with enlightened foresight obtained a library for the township which was equally divided among the sections. It will be seen from the report that the books appear to be read to a considerable extent. There is, however, in both townships a great want of taste for reading. What good results have arisen, I am not able to say. This will only appear hereafter in the increased intelligence of the next generation. But where there are no public libraries there will not be a taste for reading acquired, and thus a great want of intelligence will be manifest."

99. *Andrew Hall, Esq., Flamborough East:* " The Schools in this Township for the last year have in general given satisfaction. The teachers have, by their zeal and efficiency, done much for the advancement of education in the several sections in which they have been employed ; and the people appear to have appreciated their valuable services, not only by giving good salaries heretofore, but by continuing the same support, notwithstanding the pressure of the times. Four of the teachers hold first class certificates and are very efficient. None of the Schools in this township are free schools. The system was adopted in one case, but it was soon abandoned, not having given satisfaction to the householders and freeholders in the section. The manner in which the schools for the present year are to be supported, is, by charging twenty-five cents per month for each pupil, the government and Municipal grants, and the balance made up by taxation. The Township Council has not yet seen the propriety of setting apart the Clergy Reserve Fund for School purposes. No further advance has been made in respect to Libraries."

100. *The Reverend James Hughes, Glanford:* " You will see by the Report, that nearly all the schools have been kept open the whole year, and the exceptions nearly so. Not a solitary complaint have I to record of the school system, the few Roman Catholics in the township sending their children to the schools as regularly as any others, and are as far as I know, as well satisfied as their neighbours. I really hope that no attempt will be successful in disturbing the present admirable working of our School Laws. Our Municipal Council has acted very wisely in investing its proportion of the Clergy Reserve Fund, the interest of which they appropriate to their schools, and it affords very considerable aid. The only library is the old

one, the books of which have been so frequently read as to be now nearly useless. During the long period of nearly 30 years, I have been acquainted with Common Schools throughout the length and breadth of Upper Canada, ten years as a teacher of them, and twenty years as a missionary Wesleyan minister. During this time I have had ample opportunity of judging of the applicability of the system, and now my deliberate opinion is, that your endeavours in forming and carrying out a system of general education have been singularly successful, and that all that is now necessary to complete the working of the system and satisfy the desires of the most ardent lover of popular education, is an abundant supply of competent teachers,—this is what we want, and only this."

XXV. County of Brant.

101. *The Reverend William Hay, Burford:* "Considering the great scarcity of money, I think the schools have been well sustained during the year. The pamphlet on School house Architecture has been distributed, and though it is too early to speak of results, I know of one or two instances in which it has greatly aided Trustees in the erection of commodious buildings. The Library Catalogue and Chief Superintendent's Report have also been sent to all the sections. The chief effects of these are chiefly to be noticed in the increase of maps and text books, and the introduction of prizes. The prizes have produced unusual animation in the schools in which they have been distributed. *Oakland:* the only noticeable feature of progress in this Township during the year is the erection of a new school house in the village of Oakland at a cost of $2000. It is a beautiful building, well finished and furnished, and capable of accommodating 150 pupils. A large play ground is attached with suitable outbuildings, and the whole is well fenced in. It is a model school house in every sense of the word."

102. *D. McNaughton, Esq., Onondaga:* "There is an encouraging increase of attendance of scholars in this Township. Children that did not formerly care to attend, and whose parents seemed to leave it to them as a matter of choice, are giving earnest attention to improving themselves at school. Considerably more interest is evinced by the people generally in the affairs of the several school sections; they are thus led to think over school matters and to take advantage of the schools towards the support of which they contribute. With one exception, the free system has been adopted and produces beneficial results, bringing education within the reach of all. The teachers are superior to those formerly engaged. Teachers who are thoroughly capable of imparting knowledge are now better appreciated, and more discrimination is used in their choice. The Normal School Teachers are preferred, the wisdom of which is seen in the management of their schools, the progress made and the earnestness of application evinced by the scholars under their charge, the aim of their system of instruction being directed to the proper understanding of the subject in hand. The establishment of our Township library has undoubtedly contributed in a great degree to the success of the cause of education here. The books are generally

read with profit. In the "homes of the people" they are great acquisitions, inducing many who have not the opportunity of attending school to pursue a habit of reading which would otherwise not have been obtained. Several instances have come under my notice of young men devoting their winters to schooling whose interest in education commenced by taking books from the library. The general Catalogue of Books for public school libraries was duly received and distributed, which I think will lead to an addition being made to our township library, of books more suited to the wants and requirements of the people. The pamphlet on School House Architecture was also distributed. Already a desire has arisen to see our school houses fitted in a manner superior to that which I regret to say, has hitherto been too prevalent in this county. Considerable attention is now paid to the conveniences of school houses. The grounds are more generally improved and planted with trees, and provided with suitable buildings. Altogether, the common school system works admirably and seems to be well adapted to the people it is intended to benefit, and, in connection with the Township library, is steadily and surely creating a vast improvement in the moral aspect, not only of the rising generation, but also of the grown up people, many of whom, in their earlier days, had few or no opportunities of mental culture. I have no hesitation in saying that to no part of the country can one be referred for a better proof of the adaptability and excellence of the school system, and of the usefulness of township libraries, than to the Township of Onondaga."

XXVI. County of Lincoln.

103. *The Reverend William Hewson, A.M., Clinton:* "A considerable amount of improvement in the schools under my charge has been made during the past year, and the proficiency of the people in many of the schools has been greater than in former years. The 'hard times' are affecting education extensively, and some are seeking to make retrenchment in the quarter where it is least desirable that it should be made—in the education of their children. The Clergy Reserves Fund apportioned to this Township was devoted to the purposes of education, and divided among the sections to be funded, and the proceeds annually applied to that object. I regret to say that this step has caused some unpleasantness in some of the sections and originated considerable difficulty. Our public library is the property of the township, and contains about 1450 volumes, all labelled and covered, and pretty generally read: during the past year the average weekly circulation being 120 volumes. I am happy to say that the influence of the library in this community has been very beneficial: its advantages are particularly seen among the young people."

104. *Charles B. Millner, Esq., Grantham:* "In some of our School Sections the education of the children is slowly progressing, while in others there is no improvement. If we had better teachers there would be more satisfactory reports; but now Trustees are sometimes obliged to hire mere children, because

better qualified teachers do not present themselves. The Roman Catholic Separate School in Section No. 7 is at an end; its principal supporter having withdrawn, and being now Trustee of the Common Schools. The "Separate" was the only school in that section for two years past, but the Protestants, ashamed of their former apathy in the matter, are now exerting themselves in earnest, and have already engaged a teacher Our township library presents great facilities to readers. One hundred volumes of miscellaneous literature are selected and sent in a case to each section, and may be exchanged at any time required; but I am sorry to say, that although free to all, very few new readers present themselves. Newspapers form the staple reading material of the people. At Port Dalhousie, however, the teacher who has charge of the library reports favourably of the eagerness manifested by the inhabitants of the village to read and exchange their books each week."

105. *Jonathan Wolverton, Esq., M.D., Grimsby:* "I am pleased to inform you that there appears to be an increasing interest manifested toward the procurement of maps and apparatus, the establishment of Common School Libraries, &c. I trust it may not be long ere the inhabitants and youth of every school section in our land will be furnished with a select library of the choicest and most useful books. What tools are to the mechanic, books are to the student, and as well might we expect the display of skill and ingenuity from the former, when destitute of tools, as the diffusion of knowledge and usefulness from the latter when deprived of the privilege of access to books. Again, what the living teacher is to childhood and youth, books are to those more advanced in years. If therefore we would attain the object of our existence, we should endeavour to enlist into our service every means which is calculated to forward so desirable an object."

106. *Philip Gregory, Esq., Louth:* "As every department of our civil institutions have suffered more or less by the prevailing derangement of our monetary affairs, it could not be reasonably expected that our School System would entirely escape its influence. I am however happy to state, that the Schools under my superintendence have maintained their usual vigour and efficiency. The Legislative School Grant and the County assessment are the same as formerly appropriated to this township, and local assessments will compare favourably with those of former years. The average time the schools have been kept open is a trifle in excess of former years. Teachers of a better class have been employed. The present school system, whether native or foreign, seems to thrive, and bids fair to produce a rich harvest for Canada at no very distant day. It is certainly taking a firm hold of public opinion—a good indication of its usefulness. A rather novel method has been adopted in some of our school sections to silence opposition to the School Laws: it is this: the most refractory and fault-finding individuals are elected Trustees, for their opposition then soon ceases, and they generally make useful and good working men. It is possible that this method of treating opposition patients is not new, as it is said to be practised in the more

pretending but less deserving corporations of this country. Our township library appears to languish: a yearly addition to it, however small, is absolutely necessary, so as to keep up the interest of "something new," and stimulate the people to avail themselves of this golden mine of knowledge, which the liberality of our Government has placed within the reach of the humblest individual."

XXVII. County of Welland.

107. *The Reverend John Baxter, Bertie:* "From the report you will perceive the Schools in this Township are not doing what they might. There is not that interest that could be wished taken by the various School Sections in procuring maps, globes and libraries: still I think there is a growing anxiety with Trustees to procure more efficient teachers, and keep their schools open a greater length of time. In my public addresses I have endeavoured to show the importance of school libraries and suitable apparatus being provided."

108. *Alexander Reid, Esq., Crowland:* "I believe that a decided improvement is being effected in the Common Schools of this Township, which to every true lover of his country must be very gratifying. The interest manifests itself in various ways. The rate-payers appear to take a greater interest in the cause, and many of them now attend the quarterly examinations; this is certainly an auspicious sign. At some of these examinations the more zealous of the people not unfrequently provide themselves with presents for the children in the shape of confectionaries, etc., this is another feature of interest taken in the cause of education, and is one productive of much good by stimulating both teacher and pupil. I am exceedingly glad to see so many of our schools opened with prayer. A most becoming exercise, surely, in recognizing the Supreme Being, and invoking His blessing on the labors of the day. I am glad also to see the Holy Scriptures used in all our schools here but two, and I trust they will soon awake to a sense of duty in this respect. The standard of our teachers partakes of a more elevated character, which is mainly attributable to the manly stand taken of late by the Board of Public Instruction of this county, in raising the standard of qualification, and for which the rate-payers, I think, will accord hearty thanks. Our schools, in the aggregate, have all been kept open more than six months of the year, and on the average nine months. A higher figure than they ever before attained, and another instance that deeper interest is taken in the noble work. A number of studies, such as book-keeping, natural philosophy, history, &c., which have hitherto been overlooked or neglected, are now receiving a share of attention, and no doubt will be greatly beneficial. I hope soon to see these important branches more generally taught. In 1857 a new brick school house was erected at a cost of $1000—independent of maps and apparatus—which is exceedingly creditable to all concerned. During last year another brick school house was erected in Welland at a cost of $2,700. This building is an ornament to the county. I have distributed to each Section under my charge a copy of the School-house and its Architecture, also the Catalogue of Library Books and School Apparatus, with your Annual Report. I hope

these will have the desired effect in the erection of tasteful buildings, and of procuring school libraries for each section in the Township. This can only be done by convincing the rate-payers of the necessity of good commodious buildings, and also of furnishing good and useful books for the rising generation."

109. *M. F. Haney, Esq., M. D., Humberstone:* "As regards education in Humberstone for the past year, it has received a reasonable share of attention by all parties interested in working the machinery of our excellent Public School system. The salaries paid teachers compare favorably with the amount paid in former years, especially when the general financial depression of last year is taken into consideration. Notwithstanding the depression referred to, the County assessment for the aid of schools has exceeded the Legislative school grant to the township by a considerable amount, and the local imposition of school-rates has been sufficiently liberal to push forward education with a fair degree of vigour. It will be seen that the average salaries of teachers, and the average period the Schools have been kept open do not differ materially from the two preceding years. In reference to books, those authorized by the Council of Public Instruction are almost exclusively used. Trustees and Patrons as well as teachers are becoming convinced that uniformity in this respect is far preferable. But in this as in every thing else a few malcontents are to be found who would go to the United States for school-books on the same principle they would for a pound of tea, believing that its importation from that country would give it superiority, and so they suppose books, if bought there, must be the better for it. The parties referred to uphold their own prejudices as worth more than the experience either of councils or teachers. A perfect concurrence of feeling and conviction with divers parties in the working of a great school system cannot be expected. I am glad to know, however that there is enough agreement to give potency and execution to the provisions and requirements of an enlightened and efficient school system. The schools in the township require more maps, school apparatus and libraries to be efficient, but still I firmly believe there is a pretty serious conviction existing among our citizens of the necessity of remedying this obstruction to the successful working of our Schools, by purchasing the required material referred to as soon as the present monetary depression shall to some extent have been remedied."

XXVIII. County of Haldimand.

110. *The Reverend John Flood, Dunn:* "I am sorry that the state of the schools in this township will not enable me to send a more encouraging report. In this part of the country, however, the past year has been one of the greatest depression I ever witnessed, and I fear it must continue until we have another and more plentiful harvest. In some instances the farmers scarcely reaped as much in the autumn as they had sown in the spring; as soon as they perceived that the harvest would be poor, they discontinued every expense that was not absolutely necessary. There are no Common School Libraries in the township."

XXIX. County of Norfolk.

111. *James Covernton, Esq., Charlotteville:* "The report cannot be said to exhibit as satisfactory a state of things as might be expected, for in the face of a *large increase* of public money appropriated through me to the Schools, a decline has taken place both in the number maintained, and in the duration of those kept open. The extreme pressure of the times has prompted some trustees to the exclusive employment of cheap school teachers, and this false economy has re-acted disadvantageously in School Section, No. 6, where the school was maintained the whole year, with a separate teacher for the girls during part of the time, having a male teacher from the Normal School to preside over it; it was to a great extent self-sustaining, inasmuch as but little more than one-fifth of the expenses of the school were levied by rate on property in the section. It has been found in several instances that the smallness of school sections is most detrimental to the maintenance of the school on a liberal scale. A disposition is manifested to enlarge the boundaries of School Sections by reducing their number, and as our roads are generally of a superior character, the chief objection to such a course can hardly be said to exist. The public examinations are not as useful as they might be, because the parents and guardians of the children do not generally attend; indeed there is much to discourage the teachers on this account.* It has occurred to me that it would be well to set forth illustrations of the fact that parents studiously attend such periodical examinations, where education of the best kind is made the great business of early life. The schools of Scotland would exemplify this, and the annual doings of Winchester, Rugby, Harrow, Eton and Westminster possess the prominence and consequence that learning is entitled to."

112. *John Walton, Esq., Houghton:* "I have great pleasure in stating that our Common Schools are working admirably, and that education is progressing rapidly in this Township. Free schools are becoming more general, and I trust that the principle will shortly be adopted in every section in the township. The advantages of the free schools over those that are only partly free are obvious. You will perceive by my report that Section No. 2 shews an average attendance of 106 for the last eleven months, and the Government and Municipal apportionments drawn by that section is $162 $\frac{50}{100}$. In 1857, the average was 78, and the amount received from the two apportionments was $129 $\frac{46}{100}$. In 1856, (when a tax of twenty-five cents was collected from each pupil attending school), the average attendance for nine months was only *forty-six*, and the sum received for the two apportionments was $48 $\frac{28}{100}$. Notwithstanding this astonishing increase, there are individuals in this section who are loud in declaiming against free schools. Other sections where this system has been adopted and good teachers employed have made proportionate progress. The Clergy Reserve Fund is invested, and the interest equally divided

* This apathy has been almost entirely overcome by the judicious distribution of prizes to the children as provided for by the Department, and by giving a little additional interest to the examinations by short addresses, &c.

every six months, which realized last year twenty dollars to each school section. This amount would have been expended in the purchase of library books had it not been for the extraordinary pressure of the times. It is, however, in contemplation to appropriate the next payment from this source for library purposes. The beautiful work on School Architecture is universally admired and considered a valuable publication. The General Catalogue has naturally increased our desire for books, and I hope we shall shortly have a good library in each section. Many in this neighbourhood have expressed their astonishment at finding such a useful selection of books as enumerated in the General Catalogue. The Chief Superintendent's Report, and the documents referred to above were duly distributed and are read with great interest. The *Journal of Education* is highly prized and read with great zest in all the sections. I have to regret that all of the schools have not conformed to the new regulations of opening and closing with prayers, but this will be more strictly observed in future as I think the omission rests with the teachers."

113. *John Phillipson, Esq., Middleton:* "I am sorry to inform you that there are no libraries in this township. I am satisfied that libraries would be a great benefit to the sections, but the inhabitants complain that they are too poor to procure them."

114. *D. W. Freeman, Esq., Windham:* "I very much regret that I am not able to send a more flattering report of the educational matters of this Township. The *Journal of Education* is promptly received and appears to be appreciated. We have not a single library of any kind in this populous and wealthy Township. I have frequently urged upon our Township Councillors, as well as the inhabitants generally, the very great desirability of establishing public and school libraries. The men of wealth in this Township do not regard the present Common School System very favourably, the consequence being that their influence suppresses free schools and curtails to a great extent, the expenditure of money for educational purposes."

XXX. County of Oxford.

115. *The Reverend George Murray, Blenheim:* "The Free School System does not gain ground rapidly in this Township, only four schools having been *free* during the past year. The Free System is certainly best adapted to the wants of the times, but it will require some time to enlighten public opinion on the matter. It is pleasing to find that every year Trustees are providing better schools, and furnishing them with necessary apparatus. One new school house, built in 1857, was opened at the beginning of the present year; another brick school house has been built and opened this year, and four schools have been furnished with a fresh supply of maps, &c., amounting to $50. Three schools have distributed prizes during the year. In the course of my visits and public examinations I meet with many teachers whose talents and qualifications for their profession are decidedly good. The general proficiency of the pupils is satisfactory, and on the whole I think I am justified in saying that our schools are in a prosperous condition. The Scriptures—with one

or two exceptions,—are read in all the schools. While it is gratifying to observe the steady development of our admirable School System, and the fruits that are derived from it, I am of opinion that the small salaries of Local Superintendents and the illiberality of County Councils tend in a great measure to impede its progress. Since the introduction of the School Act of 1850, the duties of Local Superintendents have greatly increased, and I think no reasonable man would for a moment expect them to perform duties, requiring much labour and time without adequate remuneration. Although our schools are in a prosperous state, education is not yet so far advanced that the oversight of the Superintendent may be dispensed with. The supervision which has hitherto been devoted to our Common Schools, from the sole motive of a disinterested wish to advance the social condition of the people, should in my opinion be rather increased than diminished. I consider that the duties of Local Superintendents are of far too great importance in the working of the Common School System to be dispensed with; but I fear that unless compensation more adequate to the duties required is provided, the efforts of many must relax. County Councils composed for the most part of men whose education is very limited, and whose views are circumscribed, are not likely to take up this question and deal with it on its merits."

116. *The Reverend Robert Rodgers, Dereham:* "I regret that I cannot speak as encouragingly as I did last year. The financial pressure has operated somewhat seriously against many of our Schools. The standard of teachers' qualifications is considerably lowered, and the prosperity of the Schools consequently marred. It is gratifying, nevertheless, to find that the Schools have been kept open almost the entire year, and that the attendance has been good. Most of the Libraries have been open; but as they are not extensively read, their influence is as yet limited: I believe the selection of books is generally considered excellent. Trustees are all anxious to obtain the *Journal of Education:* Its influence is decidedly beneficial. I cannot speak too highly of the importance of Normal School Training, and if our Schools could be supplied with Normal School Teachers, in many places it would be the beginning of a new and better era in the history of education. I feel satisfied that the *true excellence* of our school-law will only be known when a well trained Normal School Teacher is found in every section of our Province."

117. *Nathan P. Allen, Esq., Nissouri East:* "The library books are in good order, and there seems to be a disposition amongst the people to avail themselves of the benefits to be derived from them. The influence of the seed thus sown will, no doubt, be seen in the good fruit produced. The report shows a large majority in favour of the Free Schools, which, I think, proves that there is a disposition to provide mental and moral improvement for the poorer classes, by placing Common School education within the reach of those, who had they to pay a rate-bill, would certainly be deprived of its advantages. The National School Books are used in all our Schools, and, I believe, are highly appreciated by most of the inhabitants. Where the *Journal of Education* has been received,

I believe it to be a source of much information and benefit to all who feel an interest in the cause of education."

118. *John A. Tidey, Esq., Norwich North:* "I regret to say, that many Schools are in a languid condition, the natural consequence of contracted views and want of information. You will see, by my report, that we have had only one Normal School Teacher: of teachers with County Board Certificates, three only had first class; six, second class; and two, third class: this but too clearly shows the low condition of education that prevails in the greater part of the Township. There are, however, a few bright spots to gladden the otherwise disheartening scene, and to give hope and earnest that the improvement which has been made will extend itself from School to School, until such a thing as a third class County Board Certificate, shall be among the things that have passed away. Two new brick School-houses have been erected in North Norwich during the past year. One of the School Sections has been broken up, and its territory very laudably apportioned amongst the surrounding sections: in one of these sections—largely augmented by this division—preparations are being made for the erection of a large and commodious School-house. This is one of our educational encouragements. One of the brick buildings above alluded to, is a handsome two-storied building, situate in the Village of Norwichville. The site, which comprises an acre of ground, is neatly fenced in. The cost of the building and ground will be about $4000. The size of the house is 60 feet by 40 feet. I am happy to record, for the Norwichville Section, this advance in public opinion in favour of a good Common School. It also affords great encouragement to the friends of our School System in the discharge of their duties. Our Public Library, of which during the past year I have been Librarian, is divided into 14 divisions of about 70 volumes each, which are given out to such of the Trustees of twelve different Schools as may be willing to receive them under the regulations. Nine of these Libraries, consisting of about 630 volumes, have been in use during the year: the books are exchanged annually and have, with a few exceptions, been pretty well used. In regard to the number of inhabitants who have applied for books, &c., the returns of the Trustees on this head are so imperfect that all I can say is, that there has been a considerable number of readers, the lighter and more amusing works being used the most: indeed scarcely any of the ethical, scientific, and more learned works, have been read at all.* More than this cannot be expected in a rural district like ours, which (generally speaking) requires an intellectual elevation; a blessing which will require time, the retrogression of ignorance, the advance of light, and the success of our educational system, to bring about. The perusal of the books has produced a good effect, and a growing love for reading is very visible in many parts of the Township. The pamphlet on Schoolhouse Architecture has been distributed, and considering circumstances, has been well appreciated;

* This fact is always borne in mind by the officers of the Educational Department in making selections for Public Libraries; and suggestions have frequently been made to local parties, to avoid selecting too many works of the character above pointed out.

from the excellence of its varied contents it cannot have failed to produce good educational impressions. The great majority of the inhabitants of North Norwich are not a reading people: most of them having risen from humble beginnings, with few or no advantages of education, and having obtained their property by their industry, have formed no habits and imbibed no love for reading: there are mingled among them, however, a few with a better education, and their example has a salutary influence in promoting at least an admiration of mental attainment, a feeling of degradation for the want of it, and a desire to see that remedied in their children which has been so lamentably neglected in themselves. It may be naturally inferred from the above remarks that the Library Catalogue and the Chief Superintendent's Annual Report get but a partial perusal; still it is certain that however limited the perusal of these works may be, good must and does come from them: a few read them and communicate their contents to others, and thus great good is disseminated, by which, together with the *Journal of Education* and other appliances, the cause is gradually and gloriously winning its way: evident desire being now manifested on the part of Trustees and teachers to receive the information and instruction contained in your valuable periodical. When visiting a school I endeavour to arrive there—without any previous notice to the teacher—some time in the forenoon, and remain through the remainder of the day, sending during the noon intermission for the Trustees, and all others who may choose to witness the examination.* I am told that this is quite an unusual way of doing business, but if so, there has assuredly been a great neglect of duty, for I feel that I do but little in comparison with the requirements of the office. Trustees and teachers soon forget their duties or grow remiss in them, unless the importance of those duties is frequently brought before them. It is natural that a person will flag and grow regardless of any employment when his work is permitted to go on from day to day and from month to month unheeded and unnoticed; but let that same person see the Superintendent or some person of influence taking an interest in his work, and shewing warmth and zeal in it, how quickly will he catch the attendant spirit! how suddenly will the love revive and the impression return, that the things he had began to consider as almost beneath his notice, are indeed matters of vital importance, things above all praise, and as a general rule he will continue in this animated feeling so long as his work is noticed, attended to, and appreciated. Superintendents, trustees, parents, and visitors of all ranks, cannot too highly magnify their conceptions of the beneficial influence of properly conducted school visits: these visits being too much like those of angels, "few and far between." Many excuses for the neglect of this duty are quite allowable: but even Ministers of the Gospel,—strange as it is, it is true as strange,—excuse themselves; I trust not without sufficient reason, for I think that the visit of a Minister is nearly, if not quite, equal in importance to his oration from the pulpit.† As a remedy to this dearth of school visitation, it has

* This plan is adopted by many of our best Local Superintendents, and has the decided approval of the Department. (See note * to page 64.)

† At the recent Wesleyan Methodist Conference held in Hamilton, June, 1859, a resolution formally recommending frequent visitation of the public schools by the Ministers, was passed.—[Minutes, page 74.

occurred to me, to suggest to the Chief Superintendent to put his masterly hand to a small tract of not more than ten or twelve pages, exclusively devoted to the duties of Trustees,* parents, and teachers, and that the duties be briefly but pointedly set forth, with strong inducements to each to engage heartily in the work; and let the Superintendents be furnished with copious and constant supplies of the pamphlet, so that after each of their visits or lectures they may see one placed in the hands of each Trustee or teacher, with urgent recommendations to peruse its contents and to make them the abiding rules of his official conduct. I may be told that these duties and these inducements have been printed again and again. I admit it, but all that has been said to bear upon these mainsprings of the work lie entombed, as it were, in Reports and other documents, which are laid aside and seldom looked at after their first perusal. I have endeavoured in the course of my visits to arouse trustees, parents, and teachers to a sense of their respective duties; the paramount importance of a good education; the great excellence of the system of education established in our favoured Province, and to shew that upon each of us, according to position and office, rests a weighty responsibility for the future failure or triumphant success of our educational institutions: though our endeavours may not be rewarded with anticipated success in the time expected, we should continue the patience of hope and the labour of love through all discouragements with unabated energy; and in due time the stately temple of education in our Province, whose foundations are now broadly and deeply laid, will be completed in all its admirable proportions, carried out in its benevolent intentions and its grand machinery, throughout the breadth and length of our land be seen in full operation, harmonious, efficient, and perpetual."

119. *The Reverend John Gerrie, Zorra East:* "It would afford me much pleasure could I give you a more entirely satisfactory account of the state of our schools and of the progress we have made in promoting the interests of education during the year that is past: still, while there are some things that are very imperfect, there is much that is of a pleasing character connected with the cause of public instruction in this locality. A number of the schools are in excellent working order, good teachers, good schoolhouses, good sets of apparatus, maps, and illustrations, &c., and the schools numerously attended. In some sections there is yet a difficulty in respect to accommodation, ventilation, and many necessary appendages. Several of the schoolhouses are old and will soon give way to more commodious and suitable buildings, but the great failure of the crops last year has damped the spirits of the people and prevented the building of at least one projected elegant brick schoolhouse in this Township. Three of the schools are free, and at least two others have determined on being so this year. I believe the financial state of the country is one great cause why more additions have not been made to Public and Sabbath School Libraries; still there is an increasing

* A special summary of this kind from various circulars of the Chief Superintendent will be found in the new edition of the Trustees School Manual, pages 107–117, a copy of which has been recently furnished to Local Superintendents for each school corporation in Upper Canada.

thirst for knowledge, and the books of the Township and Sabbath School Libraries are read with interest and I hope with profit. Only five schools are marked as being opened and closed with prayer, but nearly all the schools are so, only a number of Presbyterians and others prefer extempore prayer to the prescribed forms. I am happy to add, that the Word of God is read in all, or almost all our schools. We have had no trouble in this Township with respect to Separate Schools, both Protestants and Catholics seeming generally well satisfied with the advantages they derive from the present system of education. All would deprecate the idea of touching a stone of the building which under your fostering has been reared to its present gigantic dimensions, and which seems so well fitted to answer the end for which it is designed; ill-omened then will be the hand, and the day that seek to throw down or destroy what has been so industriously and laudably built up. Owing to the pressure of the times, there has been less done in purchasing school apparatus, maps, &c., than would otherwise have been the case; some sections, however, have got good sets of maps, globes, &c., especially Nos. 1 and 6, both very excellent schools. Our drawbacks on general progress are still, the caprice, incapacity, indifference or niggardliness of Trustees, and in many sections (and partly for the reasons mentioned) the continual change of teachers. Men are often chosen as Trustees who have no families of their own, and take little or no interest in the success of the schools. I am thankful that we have not many of this sort, but the fewer we have of such men in office the better. Nine of our thirteen schools were kept open the whole year or almost so: one, ten months; one, nine; and two, six months. The last three from various causes are not in so prosperous a state as could be wished. There are about eight or nine Sabbath schools in the township, and the libraries exert a very happy influence, especially among the young, and in families where the books are taken out and read. In section No. 7, a German settlement, a new brick School house has been built during the year. We have two sections of Germans, and as they shewed a partiality for their native language I expressed a wish for having German taught in their schools, but it has been given up for a time. In a number of sections we have excellent teachers, intelligent and painstaking Trustees and flourishing schools. The number of inhabitants who cannot read is small, and the number of children of school age not attending is about 18 per cent. Above I have given you as near as possible an account of our present standing. If experienced teachers were more permanently settled among us it would be a great advantage, as many of them are looking higher than their profession. The fickleness of Trustees and parents, and the hope of saving thirty or fifty dollars will frequently saddle our schools with those who are inadequate to the work they engage in. It is not merely having knowledge that is necessary in a teacher, but a faculty of communicating that knowledge to others."

120. *The Reverend Donald McKenzie, Zorra West:* "It is with sincere pleasure that I observe that all the schools in this township open with the reading of the Scriptures, and ten out of eleven with prayer. New School houses have been erected in this township within the last eight or ten years, so that the pamphlet

on School Architecture has scarcely had an opportunity of producing a material effect; however, I feel quite satisfied that the taste for better School houses is much improved. The Trustees and people seem unwilling, and are perhaps unable generally to expend money on school matters, beyond supporting their teachers during the present trying times, hence their backwardness in procuring School Libraries. Great regret is felt in several school sections because they do not receive the *Journal of Education* more regularly, a periodical which I am confident is calculated to do great good, and which is highly prized by the people, where it has found its way.* I feel thankful for the wise and generous provision made for the education of our Canadian youth, and I pray that the religion of the Bible may be acknowledged and practised in all our literary institutions, especially in our Common Schools."

XXXI. County of Waterloo.

121. *The Reverend Robert Brydon, Dumfries North, &c.:* "In transmitting my annual report for North Dumfries I would beg to remark, that with one or two exceptions, the schools have been in a very satisfactory state during the past year, only one having been kept open less than twelve months, and the average attendance being somewhat improved. I can report no progress during the past year with regard to libraries, but this I believe is principally owing to local circumstances, several sections having scarcely hitherto got clear of other expenses, and are therefore naturally unwilling to incur one debt before they are clear of another."

122. *Henry Liersch, Esq., Wilmot:* "The increase of interest in education in Wilmot is not so gratifying as I could wish. A great deal can, and must be done in forwarding the general interest of education. I have much pleasure, however, in stating that the free system is rapidly gaining ground. All schools (with one exception) in the township are either entirely, or partly conducted on the free system. In many sections I find a desire for cheap or rather inferior teachers which I think is mainly attributable to present "hard times," but I hope I shall be able to convince Trustees of the necessity and advantages of employing teachers of greater efficiency. In my visits I observed a great deficiency in the manner and style of reading and writing, also in the position of the children, their books, &c.: I pointed out these faults to the teachers, and I am determined, if the old method is continued on my next visits, not to grant any certificates to such teachers. To place our schools on a good footing, (some of them are conducted well), to show Trustees the manner in which to keep their books, would require all the time of the Local Superintendent: but as the remuneration of the Local Superintendents is so small, that is if he attends to his duty, very few would be able to devote the whole of their time to the office. I think it would be but common justice to amend the law, so as to effect an increased remune-

* The *Journal* is regularly mailed in Toronto to each Local Superintendent and school corporation in Upper Canada, at the Post Offices reported to this Department by the Local Superintendents.

ration. The system and law introduced by you may be ever so good, but much of good fruit produced is dependent upon a proper fulfilment of the duties of Local Superintendent. In conclusion I only add, may every friend of education and well-wisher of our country in parliament be not content, until a law is passed to establish free schools from one end of Canada to the other: then, and only then, will your exertions in establishing and framing such a noble school law be fully rewarded."

XXXII. County of Wellington.

123. *A. Dingwall Fordyce, Esq., Amaranth, Arthur, &c.:* "In the Schools generally under my superintendence, I think there has been no falling off during the past year, and remarks made formerly, might to a great extent, be still applicable. The times have been trying, but the Schools in operation do not seem to have suffered from it. The attendance has been better, especially in Garafraxa, Peel and Maryborough, than in 1857. The building of new school houses may have been retarded, and there is not always, or often, suitable buildings to be rented when the people are ready and anxious otherwise to have a school going. Some of the schools exhibit very gratifying results from the teachers' ability, and attention, and the pupils' application. I have to regret in too many schools there is a great want of text books, and also of apparatus. A new school will scarcely be started without getting a blackboard, but in many a one which has been long in operation we look in vain for this useful piece of school furniture. It is also a hard matter in some sections to get the parents of pupils to see the importance of instruction in such branches as grammar and geography, "they got along without a knowledge of these themselves, and their children may do so too." I trust, however, this is getting less and less the prevailing feeling, and that it will soon vanish altogether. Some, I am happy to say, take a laudable pride and satisfaction in having their children's faculties developed to the utmost; but with others, the very cost of the text books is an alleged obstacle, and Trustees will seldom act on their discretionary power of supplying such at the cost of the section. Several sections have been supplied with libraries and maps also; but the want of a good *general* Text Book or Geography with *Atlas* combined, is felt. Morse's work is almost universally in use: in one or two schools Hodgins' "Geography and History of British North America" is in use: in another school the teacher in the report says, he teaches geography by lecture, and when maps are available a good deal of knowledge is communicated apart from text books entirely. Prizes have been awarded in several schools, and with good effects. The work on the "School house and its Architecture," &c., I have found resorted to for extracts for recitation on occasion of examinations. The general influence of this, of the libraries and of the *Journal of Education*, I am disposed to consider very good. I have to regret that on the occasion of periodical examinations the number who appear as visitors is but small. There are some marked exceptions to this, especially when the teacher is known to be a good one, and the school in consequence bears a higher character than usual. The

attendance, as I have remarked, has been particularly good, and it may not be out of place to mention here, that in one or two instances during the last year, the very large number reported in the semi-annual returns, has occasioned me, I will not say distrust of the faithfulness of the Teacher and Trustees, but has led me to enquire what might be the reason of so uncommon a circumstance as the regularity of the scholars. In one case I heard that the teacher taught all Easter week, and the vacant Saturdays also, and that the fee was required in advance; that thus if the parents lose any time through their childrens absence, it was their own loss and not that of the Trustees, besides which, they had the privilege of sending another child to make up the time of the one who was absent, whose name was in the roll: owing to these circumstances, the school referred to under an active teacher had a marvellous increase in attendance. In another school, the teacher had only one week's holiday during the whole year, and taught almost every Saturday. In the second half-year in fact he missed only *one* Saturday. This was also done in another school to make up the teacher's time. Without touching the expediency of this mode of procedure, which I should rather question, I may observe that I felt no hesitation after receiving the explanation, in giving such a share of the School Fund as the actual attendance warranted, although the number of days on which school was kept open in the second half-year was 20 more than the legal number *. Such cases will probably not occur often, and it may be hoped that as in both the cases referred to, the schools were under the care of active hard working teachers. Difficulties have latterly led to the cry for cheap teachers, and it is to the credit of several who had formerly been receiving good salaries, that they have been willing to accommodate themselves to the times, so as not to be thrown idle or lose the good already accomplished through their means in the school. I confess I think, the mode frequently adopted by Trustees, of allowing the annual meeting virtually to decide on the teacher who shall be appointed, is not one calculated to work well. The Trustees may think themselves relieved of the responsibility if a teacher is chosen who turns out not to give satisfaction, but it is not really so, if the teacher put in on the score of the salary is not one whom other considerations of perhaps more importance would have caused them to select. You will observe that the Bible or Testament is read in 46 out of 54 schools. In the *eight* in which it is not read, *four* are taught by Roman Catholics, and *one* by a Protestant, but in a community mostly Roman Catholic. In the other *three* I see no reason why it is not in constant use, except it be in the carelessness or indifference on the part of the teachers, and as they have all been superseded by the appointment of others, I hope the reading of the word of God will be the daily and universal habit in the schools I have the honour of superintending."

124. *The Reverend James Kilgour, Eramosa, Erin, &c.:* "It is with great pleasure I have to state that fully one half of the teachers employed in these townships are persons characterized by energy and devotedness in the discharge of the important duties devolving upon them in their several situations.

* The plan adopted in this instance is not authorized by the general regulations; and no more than the "legal number" should be allowed, in justice to the other schools in the township.

Some of them seem to be determined still further to qualify themselves as efficient educators. Almost all the schools are working harmoniously at present. In order to secure the services of efficient teachers, the people—notwithstanding the stringency of the times—have cheerfully submitted to the extra burden imposed upon them. Generally it would appear that the people are realizing the idea that the best teacher is the cheapest: to this, however, there are exceptions, and I have a few sections where the majority of the people work on the opposite principle. In such sections education does not progress. Parents in many instances become disgusted with the manner in which the schools are conducted, and withdraw their children, or if they continue to send them, it is under the settled conviction that scarcely any good will be the result. What can be more painful than for parents who would cheerfully pay the tax that the educational institutions of the Province impose upon them, to be informed that the teacher is incompetent to instruct their children in the elementary branches recommended to be taught in our Common Schools. One or two such cases have come under my own observation. The teacher took refuge under the protection of his certificate stating that "a third-class certificate did not oblige him to teach further than so and so." Time and a little costly experience will no doubt correct such melancholy blunders. I would here with the greatest pleasure bear testimony to the zeal and determination of the Board of Instruction for South Wellington in doing all that it possibly can to raise the standard of teacher's qualifications, and consequently that of education. From a close observation, there will be seen a very great superiority in those young teachers who have been trained to their business, over other young ones who have not received the advantage of such training, although their literary attainments might be equal. The Normal School is unquestionably wielding a powerful and beneficial influence over the practical Educational Department of Canada. I carried with me on my first visit to the schools the four pamphlets published by the Department and left a set with each section. The work on "School house Architecture" was highly prized. The Annual Report seems to be a welcome visitor, and is eagerly sought after. The libraries, in a few of the sections have lost somewhat of their novelty, having been read through by most of the people. I have recommended to some of the Trustees the expediency of exchanging with other sections. Most of the school sections have availed themselves of the liberal offer of the Department in procuring maps and apparatus. There are only *four* schools out of *forty* under my inspection that have not a display of school room maps. Several of the schools have globes and the school apparatus, and where they are intelligently used, in addition to imparting useful and valuable knowledge, they create great interest among the pupils. I again desire to express my best wishes for your success in endeavouring to mature and consolidate upon a permanent and wise basis the educational literature of this rising and important country."

XXXIII. County of Grey.

125. *Thomas Gordon, Esq., Derby, Holland, &c.:* "You will observe that almost every school in the four townships, comprising my district, is a free school,

and this is the case notwithstanding a large amount of hostility to the system. It is a curious fact that sometimes the annual meeting has decided on the imposition of an individual rate bill; but finding after a short experience that the working system is prejudicial, and its operation only tends to drive children from the school, and decrease the general attendance, special meetings are called for the purpose of reconsidering the resolutions of the annual meetings. The result is generally a reversal of the previous decisions without any serious opposition. During the past year, difficulties in the internal management of some of the school sections have presented themselves, but these are, I believe, pretty well accommodated. There is a good deal of complaint in some sections relating to the loose and inefficient manner in which school accounts and records are kept. It would be a boon to sections generally, and a very great aid to superintendents, if a uniform plan of keeping accounts and a regular record of proceedings were made compulsory. As matters stand at present, the majority of sections keep their accounts, &c., on loose scraps of paper, which sooner or later are lost or mislaid, and so confusion is occasioned. There are but few township or section libraries in the district. The township of Derby, as you are aware, is about establishing a library, and I hope to see good results flowing from it. In section No. 3, Sydenham, a library has been in use for some years, the privileges of which seem to be appreciated by the people."

126. *Thomas Ryan, Esq., Bentinck, Glenelg, &c.:* "During the last three years the number of schools has doubled, which may be taken as a fair criterion of the desire generally manifested for the diffusion of education. I regret to state that in some of the sections a principle has obtained footing of offering the situation of school teacher to the lowest tender. By so doing, some efficient teachers have been compelled to retire, and persons of the lowest grade employed, and in some instances, individuals who never were employed as teachers before. In almost every section persons are to be found who may be denominated *grumblers*. These men are generally swayed by a desire to cry down the liberal designs of Trustees, and to create a degree of popularity for themselves amongst such as are of the same type, and in some cases unfortunately they succeed. You will perceive from my report, how ill-furnished are our schools, in the greater number no maps, blackboards, tablets, libraries, &c. As nearly half the schools in the district commenced operations during a period of general depression in financial affairs, it could not be expected that they would be able to supply every requisite: however, I sincerely hope that in due season all this will be remedied. I purpose addressing the several municipalities of this district, to impress upon them the great advantages resulting to the community, by their apportioning a part of the Clergy Reserves Fund for the purchase of libraries, maps, &c."

127. *Andrew Grier, Esq., Collingwood, Euphrasia, &c.:* "The schools in this district are improving. The Trustees are beginning to study their own interest and that of the people by engaging better qualified teachers, and paying higher salaries than formerly. It is a step in the right direction, and one which, if

adopted by more of the Trustees would soon show a marked result in the schools in this district. A great many of the schools are in a very backward state on account of the pecuniary difficulties of the people, who are not able to employ teachers for more than six months in the year, and then only *third class* teachers. Several new School houses have been built during the summer and will be opened this winter."

128. *William Ferguson, Esq., Artemesia, Melancthon, &c.:* "I am happy in being able to state that notwithstanding the many circumstances calculated to retard, partially at least, the educational progress of this part of the County of Grey, I can perceive many symptoms of improvement. The superiority of trained and well taught teachers is beginning in some parts to contrast favourably with the attainments of those of less ability and lower qualifications. Some new School houses have been opened, maps, blackboards, object lessons, &c., as necessary auxiliaries are much more appreciated, and libraries containing books calculated to improve, elevate and inform the mind are much more read and sought after. As heretofore, the only township in this district having a library in actual operation is that of Artemesia, which has nine branches, containing in all about 900 volumes. In noting a favourable sign of progress, I must refer to the fact that the authorities of Osprey, acting on my suggestions in the last year's report, have taken steps for the introduction of blackboards, (Groombridge's), maps, natural history, object lessons, &c., into each existing school section, and a well selected library into the township, so that before next year, from the west of Artemesia to the east of Osprey, the visitor may find each School house supplied, the pupils benefitted and interested, and wholesome, useful and entertaining reading within the reach of each family. In one section, in Melancthon, a very interesting public examination has taken place at which addresses were delivered, a handsome and substantial "Tea" provided for the pupils, and an excellent selection of prizes and reward books (from the Educational Depository), distributed among the scholars. The exertions of the teacher, a first rate, as well as a first class one, tell favourably in advancing the intelligence and educational progress of the community. In Proton too, though as yet there is but one School house, improvements such as those referred to above, are becoming more the subject of discussion, anticipation and desire. On the whole, looking back on the past, I am hopeful for the future, and rejoice in the educational advantages conferred by a wise Act of the legislature on the youth of Canada, who I consider should, and doubtless will yet feel themselves under great obligations and prove grateful for the same."

XXXIV. County of Perth.

129. *The Reverend Thomas McPherson, Downie, Easthope North, &c.:* "I am happy to state that the schools in this county are generally in a very prosperous state, the standard of qualification for teachers is much improved, and the people appear to appreciate high qualifications by giving adequate remu

neration. I was especially pleased on my last visit with the progress made in the German settlements. I fear much evil will result from the frequent changes of superintendents, and you will have learned that there are now six or seven for this county: this will cause much trouble and confusion, but it seems the County Council cares not for that, each member having some friend to whom he wishes to do a favour, without regard to the interest of education."

130. *The Reverend E. Patterson, Blanchard, Elma, &c.:* "The progress of education in this county is, on the whole, encouraging. During 1858 no fewer than 16 new School houses were erected in six townships: this fact is to be regarded as no uncertain evidence of the desire on the part of the settlers, to secure to their children the full benefit of our Common School System of Education. On account of my comparatively recent acquaintance with the working of that system, it would be presumption in me to speak too confidently of its merits, yet I cannot refrain from expressing my conviction that, after making such deductions as must be made when the merits of any human institutions are under estimation, the Common School System of Upper Canada is, in an eminent degree suited to the wants of the country, it is conceived in the most liberal spirit, and if faithfully carried out, cannot fail in course of time to contribute materially to the intellectual and social elevation of the people. The adoption of the "Free" principle is gradually becoming more general in this county, and I have little doubt that it will soon be universal. As regards the religious element, it will be observed that of 39 schools in operation during 1858, the Holy Scriptures were read in 28, and prayer used in 21, while there were only 5 schools in which the Scriptures were not read or prayer used. I regret to say that there is a great deficiency of maps, &c. When visiting the schools I have invariably drawn the attention of Trustees to the necessity of supplying their schools with proper maps and apparatus."

XXXV. County of Huron.

131. *Thomas Sloan, Esq., Ashfield, Hullett:* "The condition of the Common Schools under my supervision has been gradually improving, and their numbers increasing since my appointment. In the last 18 months they have increased from 24 to 36, and I have lately received a number of reports from school sections in these townships, intimating that schools are about to be opened which have not previously been in operation. The inhabitants of these townships generally have on all occasions manifested not only much kindness, but also respect and regard, and feel deeply interested in the advancement of education and the improvement of their schools. Whenever libraries are established they exercise a beneficial influence. The contentions at the annual meetings (as mentioned in a former report), are productive of evil and bitter consequences. I think the provisions of the school law relating to these meetings should be altered and amended. If the rate and property principle is just and ought to be adopted in this school section, it cannot be unjust in the next section, as appears to be the rule generally."

132. *John Nairn, Esq., Goderich:* "These townships comprise some of the best schools in the County of Huron, and although they are far from being perfect in scholarship, and very deficient in the furnishings deemed essential to good schools, yet the improvement during the last three or four years is very striking and satisfactory. In all schools, the roots and derivation of words are a prominent exercise, and this of itself is a vast benefit to a scholar, as it promotes thought and reflection, and gives new life and spirit to the reading lesson. The children take great interest in these exercises, many of the more inquisitive and enquiring frequently going far beyond the test of the Fourth Book. In geography also, many of the pupils are particularly smart and well informed. Grammar does not seem to take the same hold. It is taught in all the schools, but as yet few have got beyond the elementary rules, although there are some that can parse a little. Syntactical parsing, however, apart from etymological, is well known to be the highest species, and it is this which marks out the clever scholar. Now while I wish to avoid all invidious distinctions, I cannot refrain from saying, that the most beautiful and correct parsing that I have yet witnessed in this county was exhibited at an examination at Brucefield, township of Tuckersmith, in the month of December last. A very interesting examination of about 80 scholars then took place, witnessed by a large attendance of parents. Prizes were distributed to the more proficient, and rewards to the less succesful. The grammar class, as I said, was excellent, about a dozen parsing a piece of poetry, purely syntactically, in a most correct manner. It was well done and called forth the approbation of some good judges present. To me it was peculiarly gratifying, as I have attended examinations of the Brucefield school under other teachers when grammar was almost unknown. I trust that on a future occasion I shall be enabled to particularize other schools, and that a suggestion I made to the County Council about two years since,—but not acted on,—may yet command the attention of the friends of education, namely: That zealous, faithful teachers, those who can shew the greatest improvement in their schools, should be marked and specially rewarded: nothing could tend more to dispel the lifelessness that sometimes creeps in, than to stir up the teachers to determined efforts to make good scholars, and convince them that constant advance and steady progression must be attained in their schools: to gain this end, let them know that their efforts will not be overlooked. In preparing the Annual Report, I was much pleased to find a column for payments on account of prizes to schools. This removes all doubt as to the power of Trustees to apply a few dollars for the purchase of such books, and I hope that every school will now have an annual distribution of the kind. The influence which prizes exercise is unquestionably beneficial and improving. The chance of a prize is a valuable incentive to study and perseverance, and when it is attained, the taste for reading receives fresh impulses and becomes almost insatiable. The volume presented may disclose so much elevated sentiment and detail such interesting incidents of perseverance, application and integrity, as to stimulate the possessor to follow a like course by which he may secure honours and distinctions in the world: on the other hand, if no prize is awarded, the youth may never hear of the noble examples for imitation that are now set before him. I therefore contend,

observation. I have been struck with the general attention and apparent seriousness of his youthful audience. But the common method is for classes by turns to read from the Old Testament in the morning and from the New in the evening, the entire school standing up and attending to the service. In this way, you perceive, as large a portion of the Word may be read during the year as by any Bible class. I am also of opinion that this plan will be quite as likely to promote a reverential regard of the Book of God. In two or three other schools the Bible is used as a lesson book. In the German Roman Catholic Schools extracts from the Old Testament and Catechism are the books chiefly in the hands of children learning the German language. To the questions regarding the reading of, and the effects produced by the Departmental publications, I have to reply that they are read and valued by those who obtained them. That entitled "The School-House," is popular, especially among the teachers. I have only to add that much harmony exists in the sections; disputes do occur occasionally, and some unseemly ebullitions of temper, but without causing much injury."

XXXVII. County of Middlesex.

135. *The Reverend William Deas, Adelaide:* "I have the honor to inform the Chief Superintendent that the pamphlet on School Architecture, the Library Catalogue, and the Chief Superintendent's excellent reports have been nearly all distributed. I do think that the pamplet on School Architecture is having an influence for good, for I have heard some people lately talking about the importance of having more substantial and commodious school houses erected in their sections; I doubt, however, that little will be done this year, owing to the pressure of the times. On my next official visit, which will be very soon, my intention is to urge on the people the manifold advantages which would result from having a well selected library in each section. Indeed, I have been doing this to a certain extent already. For although I dare not say that I have given *formal lectures*, yet I have substantially done the same thing. Never have I, at any time visited a school without addressing the children, the trustees and the parents, if any of the latter were present, on the subject of education.* In my remarks the formation of libraries has of late had a prominent place. I look upon libraries as a *sine qua non* both for teacher and scholar, nor will I be satisfied until I see at least one library in every section of the Township. This will have a powerful tendency to enlighten the young, aye, and the teachers of the young, many of whom are grievously deficient in regard to general information; they know the routine, but they want the general knowledge. Hence the deficiency is to be seen in mental training and

* This is very commendable, but it scarcely meets the requirements of the first part of the following section of the School Act, although it does those of the latter. The fourth clause of the 31st section of the School Act of 1850, makes it the duty of each Local Superintendent of Schools, "To deliver in each school section, at least once a year, *a public lecture* on some subject connected with the objects, principles and means of practical education; and to do all in his power to persuade and animate parents, guardians Trustees and Teachers, to improve the character and efficiency of the Common Schools, and secure the universal and sound education of the young."

in the mode of teaching; hence too, their shortcomings in making the whole bear on the formation of character, the great end of all teaching. With regard to the *Journal of Education*, I would say that it is both read and relished, and I believe that to a considerable degree it has been profitable to many. In concluding these general remarks I would observe I am thoroughly convinced that considerable progress in education has been made in the Township of Adelaide during the past year."

136. *A. Campbell, Esq., Carradoc:* "Notwithstanding the monetary crisis, the effects of which have been very sensibly felt in this Township, as well as generally throughout the province, I am happy to state, that all our schools have been kept open during the greater part of the year. The average attendance I think will compare favourably with that of previous years. Of the 14 schools 11 were free or nearly so. In some sections the inhabitants, not choosing to take advantage of the free system, preferred paying twenty-five cents per month rather than tax those having no children to educate. With reference to our common school system, I may be permitted to say that so far as my knowledge extends, I believe it has given, and does give general satisfaction. In some of the schools in this Township, we have Roman Catholic children sitting in the same school, studying from the same books, with our Protestant children, without in the least doing violence to the religious opinions of either. The Scriptures are read daily in most of the schools, and there seems a growing desire to continue the same, without, however any sectarian opinion being forced on the attention of the children. With a view to elevate and expand the minds of our people, the Township Council has established a Township library, to be managed in accordance with the regulations adopted by the Council of Public Instruction. The books have been divided equally among the school sections and parts of sections, and are to be exchanged every six months from the second Saturday in January 1859, thus affording every desirable facility to bring useful and instructive books within the reach of all. The Council intends shortly to remit to the Educational Department a sum of money, to be appropriated towards increasing the Library. This, together with a library established by a bequest of the late Doctor Starr of Carradoc, will I trust be the means of fostering a taste for mental development and moral culture."

137. *D. P. Aylsworth, Esq., Dorchester North:* "I have the pleasure to state that with one exception, all the schools in this Township have been more or less in operation during the past year, and that one the Trustees expect to have in working order some time in June of the present year. The majority of the common or public schools are in a prosperous and progressive condition. The average attendance of pupils during 1858 exceeded that of 1857 by one hundred and sixty-five pupils. The pamphlet on School House Architecture, together with the Chief Superintendent's Report and Library Catalogue have been distributed with good effect in most of the sections. The *Journal of Education* is held in high estimation in the sections where it is received."

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138. *The Reverend James Skinner, Lobo and Williams:* "In Lobo there is a township, but no common school library; in Williams some care is taken to exchange the books in the School Sections from time to time. The books are covered and numbered and in good order. The readers are few in comparisou with the population. I cannot speak positively of the effect experienced, doubtless it is both pleasant and profitable to those who avail themselves of the benefits. The Chief Superintendent's report and the work on School House Architecture, were delivered at the respective Schools by me personally. These works, as well as the *Journal of Education* are worthy of general circulation; yet my conviction is that very few see them or seek for them besides the teacher and trustees. Many deserve due praise for the cultivation of the farm, who have no desire for the higher object—the cultivation of the mind. In the township of Lobo there are nine school sections, and seven of these had their schools in operation during the whole year. The schools in this township are generally conducted in an efficient manner. From this character I am disposed to except two; of the cause I am aware, and expect to find it removed. The village of Komoka, one of the stations of the Great Western, being included in section No. 1, the trustees found it necessary to rent a school house and engage a female teacher. They were happy in selecting one of some experience, possessing considerable accomplishments. In this school the ordinary branches are properly attended to, and one hour and a half also devoted to fancy female accomplishments. Not the least attraction at the public examination was the exhibition of a variety of specimens of embroidery of linen, silk, worsted, crochet work, &c. If the School Act does not provide for such branches, neither does it forbid them. Here they are properly used as an inducement to diligence and proficiency in other studies. By a cursory view of the statistics of Williams it might be inferred that a great part of this Township has been but recently settled. This is true, and on this account some of the schools do not appear to advantage. Even in some new localities, however, you find a few leading and influential men whose power is felt in procuring and sustaining good teachers and consequently good schools. On the whole, progress is made. In the older part of the township good schools are sustained, the population being more dense. The people are able and willing to pay better salaries, and secure more accomplished and profitable teachers. It is proper to make one other remark. In comparing the number of school age, and the average attendance, it is evident that our school system needs yet to be more fully accepted by the people. It is to be regretted that in Townships where schools are in somewhat successful operation, only about one-third are in attendance, viewing the year as a whole. In this respect as in others it appears the progressive improvement of a whole community requires, not a year but an age."

139. *Charles Hardie, Esq., Nissouri West:* "We have great reason to rejoice that our schools have not shared in the general prostration of the times; for although sickness prevailed amongst our youth to an unusual extent last summer, and in face of a deficient harvest, still we have had no schools opened for a shorter period than eight months, the majority averaging nearly eleven months. Ten schools are on the free and two on the rate bill system. I find the people here are well satisfied with the

present school system. They not only engage teachers of superior attainments, but are likewise satisfied with none, who do not,—according to the requirements of the School Act,—exemplify good morals in their walk and conversation. I may remark that several Sunday schools are in operation in the Township, by which the principles of Christianity are implanted in the minds of our youth. Although parents in every section do not insist that the Scriptures shall be used as a text book, it must not be inferred that they are indifferent to the influence of religious instruction on the minds of their children. I have also to remark that several families who formerly were indifferent to the benefits of education are now sending their adult children to acquire a share of that learning which is so rapidly gaining ground in rural districts. A slight reduction has been made in the salaries of some teachers, but in section No. 10, for the year 1859, the teacher is to receive an advance of $75, in appreciation of his excellent qualifications and services. The inhabitants of this section set an example worthy of imitation for the rest of the township. We have no third-class teachers employed at the present time. I trust their services will not be required for the future. The work on School Architecture was sent to each section, the various subjects contained in it giving great satisfaction. At present many of the plans are beyond our capabilities, but at some future time they may be adopted as models for our school houses. In regard to the township library I find that in some wards the books are still read, and highly valued by many of the inhabitants. I think it may be with the Township library as it has been with the progress of our common school system, so that in a few years it will acquire such an ascendancy in the minds of an enlightened population, that it will become, according to its intrinsic excellence, one of our indispensable established institutions.

140. *The Reverend William Inglis, Westminster:* "I cannot conscientiously report much progress during 1858. In some sections the work has gone forward with a very considerable amount of spirit, in others very much the reverse. The hard times naturally have had a considerable effect; but the great drawback is a large amount of diffidence on the part of a great number, both of the trustees and the parents. It is almost impossible to get any considerable number to an examination, and the one great question in too many cases in hiring a teacher is the very subordinate one of a *low salary.* I should hope an increasing number feels that in the matter of teaching, as in everything else, nothing is really cheap that is not good. At the same time it must be acknowledged and deplored that a very few dollars of supposed saving will displace a very respectable teacher for one of a very inferior order: and yet it is difficult to see how this is to be remedied, except by the increasing intelligence of those who have local management. While I think there is upon the whole more regularity in attendance, a very great deal remains to be done in this matter before things are at all as they ought to be. Grant it, that the circumstances of the country are such as necessarily to involve considerable irregularity on the part of some of the elder boys and girls, yet that will neither excuse nor account for the amount of such irregularity. It is quite saddening to look into the returns on this head, and there is nothing of which I find teachers complain more strongly, nothing which more effectually counteracts their

exertions, and tends to keep down the general standard of education. Is it not pitiable to have to say that out of 1488 children entered on the roll at one time or other during 1858, in this Township, 654 attended less than a hundred days, 979 less than 150 days, and that when the average time during which the schools have been kept open throughout the Township is considerably over ten months. It would be altogether absurd to say that 654 are enjoying the blessing of education. Nominally they are so, but not much more. In a very great majority of cases this irregularity does not arise from the services of the children being needed, but from it being left pretty much to the children themselves to determine whether they shall go to school or remain at home. I am not aware that a single improvement has taken place during the past year in the matter of out-houses, &c., which in most of the sections are very much needed; while I say this, it is but right that I should add, that I find in some sections both the people and the trustees animated by a praiseworthy desire to render the whole machinery of education within their bounds as efficient as possible, and that their efforts have not been altogether without success. You will observe that according to the return, I have given very few lectures in the course of the year.* I have allowed the reports of the trustees in this matter to stand, but I may state, I have scarcely ever visited a school without addressing those present, whether children or parents, on their respective duties, and that occasionally at very considerable length."

XXXVIII. County of Elgin.

141. *The Reverend Edmund Sheppard, Dorchester South, &c.:* "I feel proud of the fact that the schools I report have been kept open fully as long a time during the year as during previous years, notwithstanding the great financial pressure, which is very severely felt in this locality, owing to the failure of the crops. At the commencement of the year I feared that several of the schools would be inoperative; but no, the good sense and zeal of the parents of the children and friends of education prevailed over the difficulties, and attest the gratifying result of a sense of duty. The wisdom of the rate-payers in both Malahide and South Dorchester led them to appropriate the Clergy Reserve moneys to the noble object of education; this, with the decrease in teachers' salaries, caused by a larger supply of qualified teachers, and an accommodation of salaries to the stringency of the times, greatly lightened the burden of supporting the schools, and were among the reasons for keeping them so long open. I trust that the praiseworthy determination of keeping the schools in operation may be still more fully carried out, and that parents and guardians will realize still more and more the duty they owe to their children, to society and to God, to furnish those who are entrusted to them, with every facility for the development of their immortal minds. I distributed the pamphlet furnished by you on School Architecture, and the Catalogues of Books. I feel assured that they must have been beneficial in creating more interest in the erection of suitable buildings, in the mode of conducting schools, and in making the public

* See note referring to this part of a Local Superintendent's duties, on page 66.

acquainted with many useful works, the existence of which were before unknown. I hope that more interest may be taken in libraries in these parts. I really feel ashamed of this feature in my reports. Upon the whole, I trust that the interest taken in education is still progressive, and that the grumblers and fault-finders are gradually growing less; that all parties are becoming more co-operative, and that in a few years a large majority of the people will not only agree to, but ask for Provincial Free Schools."

142. *John McLean, Esq., Bayham, Malahide South, &c.:* "Libraries in the townships under my supervision are not very numerous, but where they are found in sections they produce the same effects as in families. That is, they create a spirit of inquiry, a thirst after knowledge, and give a death blow to all low grovelling and outwardly vicious habits. The schools are, many of them very backward; some few, say a dozen, decidedly good; the fault, however, is not so much owing to indifference on the part of the parents as to their restless dispositions, which lead them constantly to seek after change of teachers; in some cases three or four being employed in the same school in the course of the year. Of course many are tormented with bad teachers, but this most frequently is the case in sections where the teacher and day-labourer are of equal value. In those schools that I have mentioned as of good quality, arithmetic and grammar were generally well taught, but in some of the others they were meaningless tasks and nonsensical puzzles. This was generally owing to the fact that the teachers were most profoundly ignorant of the branches of which their pupils were taught to consider them as the masters. Many sections have taken steps to have their boundaries extended, which is believed to be the only way to have good schools, in fact I seldom find a poor teacher in a large section."

XXXIX. County of Kent.

143. *David Mills, Esq., Camden, Chatham, &c.:* "It affords me much pleasure to be able to say, that progress is in every respect still exhibited. The unabated interest taken by the people in school matters, and their confidence in the capability of the system to meet their constantly increasing wants, arising from their growing intelligence, is demonstrated by the fact, that notwithstanding the failure of the grain-crops, upon which a very large majority of them depend to meet their liabilities, and which necessitated a curtailment of their expenditure, economy has seldom, and in but a few instances, discontinued the school and so shut out the children from the avenues of learning. In consequence of the large number of persons presenting themselves at the meetings of the Board of Public Instruction for examination, the Board has raised the standard of qualification so that in this county it is now higher than the programme issued by the Council of Public Instruction for their guidance.* The effect of this has been to secure to the schools, on the whole, a class of persons better qualified to teach than those

* The Programme has been altered. See Appendix.

of any former year. I am of opinion that the time has now arrived when the services of *third class teachers* can be dispensed with, without closing any of our schools from scarcity of teachers. So long as persons whose range of knowledge is so very limited are permitted to teach, they will prove a serious impediment to the progress of those children, whom for a time they may instruct. It is well qualified teachers who render qualified teachers necessary, and who create a demand for men of their own class and attainments. Where people employ for a time a third-class teacher and discover that none of his pupils are so far advanced as to require, at that time, a better educated person to instruct them, thenceforth a third class teacher is continued, and the possibility of any of the children ever acquiring a superior education is precluded. The public libraries which have been intrusted to the trustees of school sections are proving highly serviceable and are being extensively read: but those of which the Municipal Council has the immediate control, have not been, and are not now so efficient. I trust, however, that during the present year steps will be taken to require the respective libraries to report to me the extent to which the people avail themselves of them. The average time of the actual working of the schools was ten months, being a longer time than in any former year. The number of children in attendance at school and the average attendance were greater during the past than any previous year. In both these respects our schools would be made more beneficial if they were absolutely *free*, and rate-bill imposed on those of school age who did not attend."

XL. County of Lambton.

144. *William Bermer, Esq., Brooke:* "The pamphlet on School Architecture and other documents, have, I think, produced a good effect, as most of the sections intend to provide themselves with maps, apparatus, &c., this year. The township being new and the people poor, we are kept back in these hard times from doing the things we wish."

145. *The Reverend A. Chute, Bosanquet:* "I am happy to report that our schools have decidedly improved in efficiency during the past year. Several of the schools have procured and enjoyed the services of superior teachers, and in several instances the examinations at the close of the year proved highly satisfactory to parents and all others concerned. A spirit of emulation has been awakened for a better class of teachers than were formerly sought for and employed. I regret to state that nothing has been done as yet to procure school libraries. I have repeatedly urged upon the Municipal Council the importance of appropriating a portion of the Clergy Reserve moneys to each of the school sections in the township to procure libraries, but, hitherto nothing has been done in that direction. The pressure of the money market and the failure of the last harvest had a tendency to check the purposes of benevolence among the lovers of a free education, and it is thought that the old adage "where there is a will there is a way" will not bear the test of the present times. But if a kind Providence

sees fit to fill our garners with bread next harvest we hope something more may be done for the diffusion of general knowledge among our youth and general population."

146. *Wellington Brichen, Esq., Enniskillen:* "I have the pleasure of reporting to you that the schools in this township are in a healthy condition, considerable improvement having been made in the course of the year. In 1852 the first school was established in this township, and now there are five in full operation. Two Normal School Teachers are engaged in the township, the trustees being convinced that the best teachers are the cheapest in the end. The school houses are in very good repair: they are all built of flatted logs, and are decently finished both in the interior and the exterior. The sites are generally healthy with good accommodation for play ground. The general attendance is pretty regular, but in some instances teachers complain on this head. In some cases this may be attributed to bad roads and the distance the childrens' homes are situated from the school house, but in the majority of cases the blame rests with the parents and guardians of the children. I think a compulsory law is almost needful in this Township, as every householder has to pay school tax whether he sends his children to school or not. This I think is proof that carelessness is the main cause of non-attendance, for the roads are not always bad, neither are children always wanted at home. There is only one library in the township, in section No. 5. The books are good and very much sought after by the people in the neighbourhood, and I believe they have a very good influence, especially on the young folks. There is a debating club in school No. 5, which I think does much in showing the effects and benefits of the Library. Our schools are all conducted on the free system, which, according to our views is by far the best. The *Journal of Education*, as far as I can learn, is read with interest. Upon the whole, education is on the advance and thanks be to the Giver of all Good, it is quite as free to the poor man as to the rich. When I visit the schools I endeavour to impress upon the minds of the children the great cause they have for thankfulness in possessing these advantages. Obedience and attention to teachers, I also make the topic of particular remark. When parents and guardians are present I point out the necessity of their co-operating with the teachers in their labours and exhort them to thankfulness that they are living in a country where such a means of education is provided for their children as will enable them to walk in any sphere of life it may please Providence to place them."

147. *The Reverend David Walker, Sarnia:* "For the last three years, a new frame school house has gone up each year. Amid so much depression this must be hailed as a good sign. I would be glad to report a longer average during which the schools are kept open. Yet there has been an improvement, and this will be greater in 1859 than in the past year. The teachers employed have been all young persons. One has been at the Normal School. None of those employed held a first class certificate. This may be partly owing to the strictness of the examination on the part of the County Board of Instruction. No unqualified teachers were

engaged and the average attendance of the school population has been on the whole very satisfactory. It is cheering to see so many of the young laying the foundation of an education fitted to improve their own minds and to benefit others. While there is much room for improvement in matters of education, throughout the Township, there is much ground gained, and many hopeful signs of future happiness. The Library Catalogue and work on School Architecture have been distributed throughout the sections. Doubtless something was needed to stir up trustees to cultivate more taste about their school houses. I hope the pamplet will do good, and that as money becomes more plentiful something will be done to strip the school house and grounds of that repulsive appearance they so uniformly bear. Could the teacher become interested in the place he might do something, at least in the way of taking care of its ornaments. Little interest can be taken by one who expects to be engaged 6 or 12 months, nor could his interest in such a case effect much, however deep it might be. There are only two school libraries in the Township, but they are large, well kept, and on the whole well read. Those who have had no taste for reading implanted in them in early life and those who are intent only upon farming and money making, may and do undervalue the libraries, but there are many who prize them highly, and these are on the increase. The depression of the country has affected the educational as well as other interests, yet on the whole, I am happy to say that bright prospects are before us."

148. *William Patterson, Esq., Sombra:* "I am happy to inform you there has been an improvement in most of the schools in this Township during the year. The number of first and second class teachers is on the increase. The schools have in general been conducted in an orderly manner, and the teachers, seemingly aware of the importance of the duty entrusted to them have always behaved with propriety. The recommendation to open and close the schools with prayer has in most instances been complied with, and the Bible and Testament are used in the majority of them. The schools on the average were kept open ten months. I may mention as an indication of future progress that several of the old teachers have been re-engaged. As the higher branches of education are being developed, the want of maps globes, school apparatus and libraries begins to be felt more and more. Several teachers have expressed their regret to me at not possessing suitable maps, etc. The very excellent catalogue of books for school libraries was received and duly distributed, and at first excited considerable attention, but as yet no action has followed. This may be partly attributed to the almost entire failure of the crops last year in this part of the country, consequently no avoidable expenses were incurred: and partly owing to a want of harmony in some of the sections, which wherever it prevails is one of the greatest drawbacks to educational progress. There is as yet but one common school library in the Township, with a very limited number of volumes, so its influence in the neighbourhood can be but small. The books are labelled and numbered and well taken care of. The pamphlet on School House Architecture was distributed, and in one instance the plan of a new school house—to be built this season,—was entirely prepared from the instructions there given. This work must have a favourable influence on School Architecture in general; even

where the plans are not exactly followed, it will give to trustees and builders an idea of what is required in school houses, as regards comfort or convenience. Formerly, however willing trustees and others might be to perform this duty, they had no proper instructions to follow."

XLI. County of Essex.

149. *William Gatfield, Esq., Anderdon:* "The library books are in constant circulation. The Library is very limited, owing to the general distress and the difficulty of raising funds to increase it. The schools in the Township have not been so well attended as in former years; still the desire for education is by no means diminished. Much difficulty arises in the school sections from the incapacity of the trustees, who in many instances neither read nor write, and their school accounts being kept for them by some irresponsible person is the cause of much dissatisfaction. There has been much difficulty in collecting school moneys, which has operated unfavourably, still, I believe that when the times improve the difficulty will disappear."

150. *Jonathan Wigfield, Esq., Mersea:* "Although the schools in this Township are not in as flourishing a condition as I could wish, still I think we are making some progress. You will see by my report that we have had six schools in operation during the year, *five* wholly free and one partly so, and that the average time they were kept open was eleven months and fifteen days, being in advance of any previous year. I much wish that we could have larger and better school houses erected, and our schools supplied with suitable apparatus and libraries. I trust that the pamphlet on School Architecture, which has been distributed among the trustees of each section, as well as the Library Catalogue and your own report, will arouse the minds, both of trustees and parents to the importance of these matters."

151. *Francis Graham, Esq., Rochester:* "I have the pleasure to say that the schools in this Township are in a prosperous and progressive condition. The people appear entirely satisfied with the ample provisions of the School Law, and are convinced that the fault rests with themselves if their educational interests are not properly attended to. In proof of this they have elected and continue to elect the most active and intelligent trustees in each section. Good and efficient teachers have been employed, who in return received fair remuneration for their services. I sincerely trust and hope that you will still continue to maintain and improve that noble structure of education, the foundation of which has been so judiciously laid. I hope you will meet with a kindred response from each of your fellow countrymen, —at least from those who are free from party feeling and prejudice, and who have the good of the country at heart. It is almost certain that no system of education can be devised without imperiections, and these imperfections must be left to the teachings of experience in the varied positions of those for whose benefit education is intended."

152. *Alexander Craig, Esq., Tilbury West:* "The schools in the various sections are all free, are properly conducted and doing as well as circumstances will permit. One section has built a good frame school-house, and another promises to follow the example. The schools that are at present without suitable maps and apparatus have promised to provide them during the year. There is evident improvement in the class of teachers that are now employed; they are more competent and efficient than formerly. The Scriptures are read in two schools only, but all are opened and closed with prayer. We have two Sabbath School Libraries which have had a good effect on young and old. The books, which are being constantly read, are under good regulations and safe keeping. This is a good proof how a Township Library would be received by the inhabitants if our authorities would only have the goodness to grant the proper supply. I will again endeavour to lay before them the expediency of this object being attained, and I trust my application will not be rejected. The pamphlet on School-house Architecture, the Library Catalogue and Chief Superintendent's Report were all distributed and thankfully received. The *Journal of Education* is highly esteemed and is productive of good."

XLII. The Cities.

153. *T. A. Ambridge, Esq., Hamilton:* "I have the pleasure to state that our schools continue in a satisfactory condition. The pupils make becoming progress in their studies, and parents duly appreciate the benefits conferred on their children by the system of imparting instruction which is pursued in our Common Schools. On the first of May last we parted, reluctantly, with Mr. Sangster, our late esteemed Principal, who left his charge here to accept an appointment in Toronto, the duties of which are not so arduous as those he has left, and which tended to impair his health. He was placed in charge of our schools as Principal when they were first opened in May, 1852, and had been mainly instrumental in bringing them to their present state of efficiency. The Board, however, succeeded in securing the services of Mr. Macallum, who ably fills Mr. Sangster's place, and under whose management the schools continue to progress most satisfactorily, and without doubt they will continue to do so. The Christmas examinations of the pupils of the first and second divisions of the Central School in the Hall of the Mechanic's Institute, attracted, as usual, an immense audience. People of all classes take a great deal of interest in these examinations, and in every thing in fact connected with the schools, and they expressed themselves highly pleased with the proficiency displayed by the pupils. I mentioned last year that an improvement had been made by the separate schools taking from us a number of children, whose presence I thought could be dispensed with to advantage, and I am satisfied that I was correct in my remarks. The library continues to be largely made use of by the citizens through means of their children attending the Central School, and I have no doubt that much good is the result. Few things are better

calculated to exercise a beneficial influence on a neighbourhood than a well selected library, such as ours is; and although the effects may not be so apparent as those produced by other and more exciting influences, yet it will be apparent in the improved feeling and more elevated sentiments of the many, whose only means of improvement are devised from the school library, and without which they would be left in mental darkness. The books are labelled and numbered *but not covered*;* otherwise the regulations are strictly observed."

154. *Alexander Workman, Esq., Ottawa:* "There is nothing particular to remark; our Common Schools are in good working order; our teachers, gentlemen of superior qualifications, assisted in each school by a female teacher, either holding a certificate from the Normal School or the County Board."

XLIII. The Towns.

155. *The Reverend John Alexander, Brantford:* "Our schools have been in a very prosperous condition during the past year. The serious and threatening difficulties in which the Board of Trustees found itself placed at the beginning of the year have been met with great wisdom and courage, and most successfully disposed of before its close. We knew not in the beginning of 1858 how the financial liabilities of the Board, incurred in the erection of a large and commodious wing to our Central School, were to be met in the depressed state of things in the commercial world. But we are now, I trust, in a smooth sea with a fair wind. For the satisfactory position now occupied by the Board and the good prospects ahead we are much indebted to the prudent firmness and perseverance of Allan Cleghorn, Esq., our Chairman, both for last year and this. The number of children not attending school for at least some portion of the year must be comparatively small, as will appear from the columns of the report. In a new country like this where labour is very high, there will be many children whose parents are compelled to keep them at home during a part of the year. But it is a matter of grateful satisfaction to know that the benefits of our Common School system are reaching every class of the community, and the inducements held out to the poorest parents to send their children to school are not without success, a success which I trust will be manifest in the intellectual improvement of the rising generation. My earnest desire and constant aim is to avail myself of the facilities afforded by the school law in raising the moral tone of our youth, by bringing the influence of Bible truth continually to bear upon all their studies. Though we have no School Libraries, our young people and the community generally are well supplied with wholesome reading from the Sabbath School, Congregational and Mechanics' Institute Libraries."

156. *The Reverend Hugh Campbell, Cornwall:* "The educational interests of this community are advancing. The half-yearly examinations exhibit a vast amount

* A supply of paper was furnished by the Department for the purpose of covering these books.

of work accomplished. It affords me much pleasure to bear testimony to the industry and devotedness of the teachers and also of the good behaviour and creditable progress of the scholars. The attendance of the public at the examinations is not so encouraging as the friends of education could wish. The late examinations were so interesting that I hope to see an improvement in this respect. I am happy to report that the trustees are most anxious to promote the efficiency of the schools to the best of their ability. Since they have decided to make them *free*, the attendance has considerably increased. I confidently look forward to the happiest results from this change. On the whole the schools are in a very satisfactory condition. The library is performing a valuable part in the people's improvement. Its influence is very decided in forming right thoughts and habits. This department is very well managed by our Librarian, who faithfully enforces the prescribed regulations. The *Journal of Education* is regularly received, for which I return my sincere thanks."

157. *J. C. Prosser, Esq., Collingwood:* "The Trustees have during the past year obtained a Library of 739 volumes, and additional apparatus for the use of the schools in the town, and hope that the benefits arising from the circulation of useful books among our youth will in time become apparent. Order, regularity and punctuality in attendance being great requisites for the advantageous carrying out of our school system, and in order that all in the town shall know exactly when the schools open and close, the trustees purchased a bell for school house No. 1, and there is no occasion for any child now attending our schools to annoy the teacher and disturb the harmony of the classes by coming late, an evil which cannot be too much deprecated."

158. *The Reverend Anthony Scott, Paris:* "Since our last report, our new school house has been opened, and nothing seems requisite to render our Common School System an efficient means of meeting the wants of the community. We have an able staff of teachers, and each department is well filled with children. Local animosities are gradually subsiding, and the people are beginning to learn that nothing is to be gained by division."

159. *The Reverend John Fraser, Goderich:* "The progress of the School is evident from the fact that in 1850 only 136 pupils were enrolled; in 1854 there were 280, but it has increased in 1858 to 675. The attendance is rapidly increasing, and to such an extent as to call for increased accommodation, notwithstanding the large and commodious building already provided. It will be readily admitted that fifty pupils are about as many as one teacher can successfully instruct; indeed, in the higher divisions of the school, where the branches of instruction are numerous, fifty pupils are too many. Yet, during the last half-year, each teacher in the school has had an average daily attendance of nearly *seventy pupils*, and the number enrolled gives each teacher one hundred and thirty-five pupils, a number much too large to expect anything like proficiency in the studies pursued. Should the attendance hereafter materially increase, it will be impossible to provide accommodation for so many in the present building; and it will then be for the Board and the

rate-payers to take into consideration some means to supply the deficiency, either by the formation of primary ward schools, as has been done in other towns in Canada, or by the enlargement of the present building. It is worthy of remark, that interest in the cause of education is increasing, as is evinced by the improved attendance on the public examinations of the school, and by the large advance over former years of the names of visitors entered on the visitors' book. Yet it is to be regretted that there is not that interest which the importance of the education of youth ought to excite. In the elections of school trustees, it is not an uncommon occurrence that the mover and seconder are all that are present. The number of children of school age, that is, between five and sixteen, is 850, as near as can be estimated, but only 660 of these were enrolled on the register of the school, and of the whole number enrolled, only 62 attended the whole number of days the school was kept open. There are, then, 190 children who have not attended the Common School. A few of these attend other schools; yet no doubt a large proportion attend no school. It is a source of much regret that so many are growing up in ignorance, when facilities are provided for their instruction. The great cause of their not attending is no doubt the apathy and indifference of parents. But are the inhabitants of the town who voluntarily tax themselves for the education of all the youth within the municipality, to allow a number of children to grow up in ignorance, to be afterwards a source of trouble and expense to the community? Ought there not to be some compulsory law, making it obligatory on parents to send their children to school and to keep them there regularly and long enough to acquire a competent education. The time is fresh in the memory of many of us when the buildings occupied as school houses (and they were the best to be had,) were so very mean, that children might blush for them, and when such parents as could afford it, sent their children elsewhere to be educated. Now we have a school-house of which we are justly proud, because of its external architectural beauties and internal elegant and comfortable arrangements. The time is fresh in the memory of many of us, when our schools were supported by rate bill, levied on the parents and guardians of children attending the school, and when as a necessary consequence the schools were but indifferently sustained, and inefficiently managed. Now we have *free* schools, attended by nearly all the children of school age in the town, and attended also by the children of the most respectable and intelligent of our citizens. We have, moreover, a staff of teachers, highly recommended, well-qualified, (all holding first-class certificates,) sincerely devoted to their duties, and I hope amply remunerated. Thus, our schools are commanding the entire confidence and the ready support of all classes of the community, and the admiration of intelligent strangers from all parts of the province, and from many parts of the neighbouring republic. True indeed there may be, and doubtless are, many defects, but it might be borne in mind that giants once were babes—that he who wrested off the gates of Gaza, was once a helpless little creature, who could not lift his head from off his mother's knee,—and as time is necessary to mature strength, so in our schools time is necessary to correct errors in untried theories—to bring order out of confusion—to harmonize numerous conflicting interests, and to make all conducive to "the greatest possible good to the greatest

possible number." But much good has already been done by our free school system, and good which could never have been done by any other. Our free schools are the schools of the people—they are open to all classes and conditions, so that here the poor as well as the rich can give to their children the invaluable blessing of a liberal and even polished education. Corporal punishment is wisely permitted by our rules, but it is seldom resorted to. The severe—I had almost said brutal—form of discipline, thought of old to be indispensably necessary to school government, is now happily superseded by moral suasion. A spirit of kindly intercourse, of mutual confidence and love between the teachers and the taught is found to be all that is necessary where the child is under the least moral restraint at home. But all are not so restrained and governed at home; besides, parents in some instances drink in with a greedy ear every report, false or true, which their children carry home from school, and declare, in the hearing of their children, 'that they will not'—to use their own words—'that they will not stand it,' and thus they encourage in the child rebellion against the teacher, and the child diffuses the same spirit among his fellows, and so the evil goes on increasing, until the teacher has no alternative left him but to use the ferule, much against his good will, for he desires to govern his school upon the principle of mutual love. It is gratifying to know, however, that corporal punishment has been inflicted in but few, very few cases, during the past year. And did parents discharge the duties of home government better, and listen to fewer tales from school, their children would be happier, and their success at school proportionably greater. In conclusion, the Local Superintendent congratulates the Board of School Trustees and the community at large, upon the admirable system of public instruction established among us. To the enlightened and liberal views of the Board, much of the honor of what has been done is due. The members spared neither time nor labor in erecting a school-house second to none in the Province, in furnishing it with seats and desks of the most approved style, with maps, charts, &c., in a word with every apparatus necessary for even a grammar school, or an academy of the first order, and in all this they have done wisely."

160. *George Gillespie, Esq., M.D., Picton:* "I have much pleasure in reporting an increased interest in our schools by all classes. The Town of Picton has erected at a cost of $8000, a commodious school house, furnished with the approved modern style of furniture, capable of seating three hundred and forty pupils. In this quiet quarter of Canada we are leading off with a laudable ambition to make the schools of Picton second to none in the Province. There has also been erected during the past year in this Town a splendid edifice as a Mechanic's Institute, with reading room, library and lecture hall, which promises to add greatly to the intelligence of our young people, who make it a frequent resort every week-day evening."

161. *The Reverend Lewis Warner, Port Hope:* "In presenting my Annual Report I have to observe that there appears to be an increased vigour in the schools of this Town. The attendance of scholars is regular and the united

Board of Trustees is making preparations for the erection of a suitable building for a grand Central School, which is a great desideratum in this beautiful and enterprising Municipality. The Library Books received have all been covered, labelled and numbered, and it is to be hoped that as they have been pretty extensively circulated they have exerted an influence for good; especially assisting some to improve their minds by the perusal of these useful and interesting publications. It is a matter of regret that all our Common School Teachers have not been able to avail themselves of the advantages of at least a partial training at the Normal School. I am quite certain that should this be made imperative as it would be of great importance to the children of this Province. Our excellent Common School system is gradually commending itself to the entire community, and only needs to be known to be appreciated. There are some of its details that might be amended and improved. The system to be perfect should be free.* All children should be compelled to attend school. The duties of the local Superintendent should be, especially in towns and cities, more clearly defined,† to prevent the possibility of antagonism between him and the Trustees and Teachers of Union Schools; and if I might be allowed to suggest an improvement, that officer ought to be charged and made responsible to the head of the Department for the faithful performance of his duties, for which he should receive a liberal compensation. I am sure if there was an agent constantly employed to superintend the schools, who had a voice in the appointment and dismissal of teachers, and whose duty it would be to report anything irregular, and who was responsible to the Department for the faithful performance of his duties, that beneficial effects would soon be apparent."

162. *John Might, Esq., Chairman, Board Grammar School Trustees, Port Hope:* "A library has been established in connection with the United Schools, and is therefore open to the pupils of the Grammar School. Reports of progress, attendance and conduct are sent to the parents of the pupils at the end of each term. Demerit marks are given for ordinary cases of misconduct; when the misconduct is persisted in after admonition, recourse is had to corporal punishment, but this is always the last resort. Generally speaking the discipline is based on the suggestions of the Chief Superintendent, and on the Rules and Regulations for the Government of the Model Grammar School, as published in the last Report."

163. *Robert Checkley, Esq., M.D., Whitby:* "I have received the pamphlet on School House Architecture. It will be of use I trust during the ensuing year, as it is in contemplation to build a brick school house instead of the wooden one which is now used on Anderson Street. Many pupils will be drawn to it from Henry Street school, which is overcrowded to a great extent. Very crude

* The Municipality by raising a sufficient local tax can make the schools free, as is the case in Toronto, Hamilton, and other places.

† The Board of Trustees is authorized to prescribe the duties, and fix the remuneration of the local Superintendent.

notions on the subject of School House Architecture have prevailed in this locality. At the Henry Street School there are 162 boys entered on the register, while there is but one class room to accommodate them, and its size is but 15 feet by 12 feet. During the past year our school matters progressed badly, owing, I think to the office of School Trustee having been used as a means of obtaining the more coveted post of Municipal Councillor. In consequence of this, many of the resolutions brought before the Board were dictated more by a desire for popularity than by consideration for the welfare of the schools. The recent election may have improved the composition of the Board, and we may, I trust, do better during the current year, but I fear that the evil will recur unless the election of School Trustees can be made of more interest to the rate-payers. It is proposed to try the free school system this year. If it is resolved on, it may have the effect of stirring up public interest in school matters, the taxgatherer may direct attention to the Trustees and the *vis inopiæ* may prove stronger than the *vis inertiæ*."

164. *The Reverend James Cooper, Woodstock:* "On the whole I do not think our schools were ever in so good a state as they are now. The best feelings prevail amongst the Teachers, and the Trustees are all anxious to render the schools a benefit to the town. Our public examinations were exceedingly satisfactory and the public interest was greater than usual. We have put one very excellent, though poor boy into the grammar school, there to enjoy a free education. He feels the honour thus publicly conferred on him, and has entered on his classical studies with great spirit. We hope this will act as a stimulant to others. The books and pamphlets sent to the Board have been of use to us, and the *Journal of Education* is always a welcome visitor."

XLIV. Incorporated Villages.

165. *The Reverend John Fletcher, B.A., Bradford:* "The regulations respecting the Public School Libraries are strictly observed, and the books very generally read by the families of such children as attend the schools, but I cannot perceive that there is an adequate benefit derived from them. I have to express my satisfaction at the excellent order of the school of this village during the year, and the great interest taken in it by the inhabitants, and I have great pleasure in saying that it stands at the head of the Common Schools of the County. By the liberality of the Head Master of the Barrie Grammar School (the Reverend Mr. Checkley) a Scholarship was offered for competition to the pupils of the Common Schools of this County, which was gained by one of the boys of the school of this village, the two next in order of merit being also scholars of the same school."

166. *A. Dingwall Fordyce, Esq., Fergus:* "The library has been used much more than in former years. An addition will shortly be made to it; and generally the influence of the various works noticed, so far as they have been known, is believed to have been a happy one."

167. *W. Worthington, Esq., Iroquois:* "The Library Books are all covered and labelled, but the regulations have not been strictly observed; indeed, nothing has been done since the village was incorporated, but the Trustees will, at the first meeting, thoroughly investigate the matter, and at as early a date as possible, place the library in a position to attract public attention. The pamphlet on School Architecture is good, and the result will likely be a tasteful decoration of our school-house grounds."

168. *The Reverend James Findlay, Mitchell:* "The state of the schools in this village has been very satisfactory during the year just closed. The two public examinations reflected much credit on the teachers, shewing great attention and efficiency on their part. To the adoption of the free system and the efficiency of the teachers must be attributed the numerous attendance during the year. The want of sufficient school accommodation has been most severely felt: this, however, will be remedied next spring, as the trustees have resolved to build."

169. *The Reverend W. B. Lauder, LL.D., Napanee:* "I am glad to be able to report that our schools are in a prosperous state and the work of education going on favourably. We have good teachers, as we pay salaries sufficient to secure such, which is the great cause of our success. To the Trustees also is to be attributed much credit for the taste and lively interest shown by them in the performance of their duties; everything is done to make the teachers and scholars comfortable and happy. For the people I must say, that they are in general more than ordinarily anxious to have their children well educated. There are some, as in every community, who will not value education, but by degrees, I hope these will decrease in number. On the whole, we have reason to be satisfied with the state of things here."

170. *The Reverend Henry Brent, Newcastle:* "Our schools during the past year have been under the charge of efficient teachers, and the progress made by the scholars in the several branches of a common education has been on the whole satisfactory."

171. *John McLean, Esq., St. Thomas:* "I fear our Report is not so flattering as might be desired. During the latter half of the year there was a very great falling off in the attendance, arising partly from the difficulty that some parents find (during the hard times) of paying the quarterly fees, partly from a decrease in the population of the town, and from other causes. The pupils of the junior room have suffered a good deal from the frequent change of teachers, and from their being a good part of the year taught wholly by monitors. The progress made in the second and third rooms was very cheering, especially in arithmetic, grammar and geography. An effort will be made before long to unite the grammar and common schools, but I am afraid that it will not be attended with success. This is much to be deplored, for by the union the scholars of the grammar school would be enabled to reap the benefits of the excellent apparatus belonging to the common school."

172. *William James, Esq., Thorold:* "I am happy to inform you that the inhabitants of this Municipality appreciate your services in the establishment of our common schools, and I hope that those who now oppose through ignorance or prejudice will, by a more careful examination of the system cease their opposition, and aid as far as in their power, to perfect so noble an enterprise; however, some opposition is supposed to be necessary to the perfecting of any system that is human. It is to be lamented that there should exist any necessity for separate schools, considering the effect that must be produced on the rising generation. All should be united, and, with one combined effort, aid the progress of a rapidly growing country. The inhabitants of British North America should be one people. It must be evident to every well informed and unprejudiced mind, that the children thus separated will be the chief sufferers. Much credit is due to the Common School Trustees (of 1857 and 1858) for the interest they have manifested in providing school accommodation for the children of this Municipality. During three years two brick school-houses have been built—size 28 by 56 feet—either having two apartments and capable of seating, conjointly, 360 children. The style of architecture is Gothic. The interiors are provided with Jacques & Hay's improved seats and desks. The total cost of either building is about $4,800. The appearance and style of these school houses do great credit to the taste and judgment of the Trustees. Knowing the liberality of our inhabitants and their enterprising spirit, I am of opinion a fresh impulse is being given to our educational operations here."

Appendix B.

PRISON LIBRARIES, &c., ESTABLISHED BY THE DEPARTMENT.

1. *The Reverend Hannibal Mulkins, Chaplain, Provincial Penitentiary, Kingston*: In transmitting his Report upon the operation of the Library in the Provincial Penitentiary, Mr. Mulkins thus ably discusses the whole question:

I. The Chief Intention of all Reformatory Prisons.

"The improvement of convicts, mentally and morally, so as to make them good subjects, and if possible good Christians, is or ought to be, it is reasonable to assume, the first and highest purpose of all Penitentiaries and Reformatory Institutions. Though other important purposes may be accomplished by such establishments, as for instance, the safe custody of the offender, the prevention of crime, punishment for the offence, and the safety, in the meanwhile, of society at large; yet, unquestionably the State has a nobler intention still in placing its criminal members in institutions of reform. It intends to give them an opportunity for reflection and repentance; to effect a separation between them and evil companions,

and to withdraw them from bad and corrupting influences; to place their wicked passions and dispositions under restraint, that thereby they may become less powerful; to draw forth and invigorate the better feelings of their nature, that they may become stronger and more prevalent in life; to show them that society seeks not so much to revenge itself upon them for crimes in the past, as to provide for them such mental and moral culture as shall prevent all crimes in the future; in short, the State evidently intends carrying into effect the Christian principle of rendering good for evil, of giving to its criminal children such means of improving, such increase of knowledge, such habits of industry, such moral training and religious instruction, that thereafter they may be good citizens, useful and happy men, and albeit great sinners, yet effectually converted from the errors of their ways.

II. THE MOST EFFECTUAL MEANS TO BE USED TO ACCOMPLISH THIS PURPOSE.

"With this purpose in view, the inference is undeniable, that the agencies acting upon convicts, the influences surrounding them, the discipline for their government, the instruction given and the books in use amongst them should have a direct bearing upon their moral and intellectual nature, to the end that they may see and know that society in their imprisonment intended not to degrade, to deprave, or to destroy, but to raise them up when fallen, to purify and to save; not to convert them into instruments for enticing men, but into instruments of future righteousness and usefulness.

"As institutions for the blind are intended to supply the best means of removing the defects of the eye, and for the restoration or improvement of vision; and those for the deaf, the best means for removing the defects of the ear, restoring or improving its discernment of sound; so should institutions for the moral reformation of criminals, possess the most effectual instrumentalities for removing all defects, moral or otherwise, from the minds of convicts, by supplying the deficiencies of nature and the wants of early education and training, by sweeping out of their hearts base ideas and vicious feelings, which, like so many demons, had entered in and dwelt there; and by implanting in their stead useful knowledge, sound principles, virtuous morals, and pure religion. Such undoubtedly should be the Christian aim of penitentiaries and all other prisons for the reformation of the guilty criminal, though indeed in practice it has never been completely attained. It seems the destiny of man here to see before him in all things a dazzling ideal of theoretical perfection, a prize which he may view at a distance, as the prophet from the mountain saw the promised land, and towards which he may approximate nearer and nearer, but which he is not permitted fully to realize on earth. But these institutions, to fulfil their double mission of justice and mercy, ought to combine the advantages of a *school*, for teaching the ignorant; of a *family*, for moral discipline and training; of a *library*, for the diffusion of useful knowledge; and of a *church*, for religious devotion. Within the walls of a prison, as well as beyond them, the means should be adapted to, and competent to achieve the desired end. The reformation of convicts may be looked upon as an exceedingly difficult, if not a hopeless task, but for

that very reason the fullest and most efficient means should be used in their behalf, and those fitted to their peculiar wants; the convict possesses an intellect capable of being made radiant by intelligence and knowledge, a soul that may be made holy by the presence of religion. The moral amelioration of convicts, therefore, for which the State provides, is a weighty trust, a sacred responsibility in which society is vastly interested, and with which all concerned, even the convicts themselves, ought to be solemnly impressed.

III. The Importance of the Library in the Improvement of Convicts.

1. "Among the essential means for achieving the great moral ends of penitential institutions must undoubtedly be ranked as very prominent and efficient, the use of good books—*the Prison Library*. It would be folly to deny the importance of the secular and moral teaching imparted to convicts in school in a prison, without which in many cases the books of the library could not be read, and would consequently be useless. It would be the height of folly to undervalue the advantages of the sacred teachings of the Bible, or the invaluable instructions of the Church. Each of these has its own theatre and mode of action, both performing important functions in the reformation of the convict. Secular and sacred science, like nature and revelation, are always in virtue of their author and being, harmonious, and never even appear to clash or contend with each other, except only when their respective forces are marshalled by ignorance on the one hand or fanaticism on the other. Wisdom and virtue—knowledge and religion—the well-balanced cultivation of man's spiritual nature are so important to him, that they constitute the very elements of happiness to himself and usefulness to others, and the essential character of him who loves his neighbour as himself, and God with all his heart. The importance of a prison library in aiding in the formation of so desirable a character among convicts is manifest.

2. "The library has a double or twofold effect, intermediate between the secular and religious instruction, uniting and cementing the advantages of the school and the church, adding to the knowledge of things secular and useful, the knowledge of things moral and divine. It improves the instruction given in school in its elevation and tone, in the scope and duration of the knowledge it conveys, while at the same moment it enlightens the understanding, and sharpens its faculties for the keener perception and better appreciation of that divine spirit which is life and truth and all things to the soul of man. The prison library, therefore, comes in as "the Crown and Glory" of the secular, and as the humble and zealous minister of the moral teaching.

3. "The prison library acts with many convicts as a powerful stimulus in learning to read, or for improving those who otherwise might not care to learn, since it presents before them so vast a field and so goodly a land for their use, their improvement, and enjoyment, when once they are in possession of the key which unlocks and lays its treasures at their feet.

4. "It also operates with them as a powerful inducement to good behaviour, not only in order to obtain a book, but while they are reading it; thus aiding the convicts in the acquisition of habits of self-government, conferring upon them a real moral benefit, and at the same time supplying an effectual auxiliary means for the maintenance of order and discipline among them.

5. "A further advantage of the library is, that it affords instruction to hundreds, and in the course of years to thousands of convicts to whom the school is not open, and to whom the library must become, as it were, both teacher and tuition, without which no instruction, except of a religious nature could possibly be received by them. The school is only intended for convicts almost wholly defective in the very first principles of education, and more particularly for the younger portion of these. But the library opens its pages and offers its advantages to all, circulating freely among all classes and origins and races, and renewing its supplies to them from time to time as their needs require. Since the establishment of this prison the large number of four thousand eight hundred and seventy-one prisoners have been confined within its walls. Of these probably not more than one-tenth required school instruction, but a good library among so many persons, and during a period of twenty-four years, might have communicated an incalculable amount of useful knowledge to thousands of readers.

6. "The library supplies a source of instruction to the convict available at almost all times and places in the prison. The school must of necessity be limited to few in number, and chiefly to one place; but the library sends out its volumes to all parts of the prison, and they are at all times at hand. At his work the convict can frequently snatch a moment for reading; in his cell in the summer season he may devote hours to its study each day; when he walks back and forward to his meals his book is sometimes in his hands; after each meal he can apply himself to reading for nearly a half-hour; even in chapel, during the few moments before service almost every convict may be seen with a volume in his hand which he peruses with earnest attention. There is scarcely a moment during the light of the day but what in some place, in the wings or wards, in the shops or shed, in the halls or hospital the library will be communicating its spirit and intelligence to some of the prisoners.

7. "The library promotes a profitable occupation of time by the convicts, which otherwise would be wasted in idleness, the nearest kin to vice. At the same time the knowledge gained in devoting their few unoccupied moments to reading, and the cultivation of their faculties, so greatly promoted by good books, makes them more active, industrious, and intelligent in their work, and more useful to the institution—contributing at once to the improvement of the convict, the discipline of the prison, and the value of convict labour.

8. "The library is the source of relief and the minister of consolation to the convict in some positions and on some occasions, which otherwise would pecu-

seven hundred and thirty-eight at its close. Eighty-four of these were women, and one thousand and four men, gathered here from eighteen different countries, speaking many different tongues, and professing fourteen different religions. Among these convicts, of almost every degree of age, from ten to eighty, of every grade of moral status, of natural capacity and mental culture, the library books have been kept in constant circulation.

The library is composed as follows:—

Volumes procured at the Educational Depository in 1857..	170
Volumes procured in like manner in 1858.....	253
Old volumes.....	300
Total in the Penitentiary library.....	723

These books treat upon the following subjects:—

History	107	Vols.
Voyages and travels.....	36	
Biography	27	
Literature	43	
Zoology.....	24	
Physiology	1	
Phenomena	1	
Geology	5	
Natural Philosophy.....	6	
Political Science.....	2	
Agriculture	5	
Manufactures.....	1	
Miscellaneous	465	
Total.....	723	

3. *Distribution of the Library Books and amount of reading done by the Convicts.*—"The whole number of convicts in the Provincial Penitentiary, in 1858, has already been stated to have been ten hundred and thirty-eight; the daily average number seven hundred and fifteen. The average daily number capable of reading may be set down at six hundred and eighty. The number of volumes seven hundred and twenty-three. The distribution of these books is made monthly by the Librarian. The amount of regular monthly reading has, therefore, been equal to one volume per convict, or six hundred and eighty volumes per month, equivalent to twelve volumes a year for each convict, or eight thousand one hundred and sixty in all. But in the course of the month convicts were permitted, when they had read one book, to change it through the Librarian for another. In this way some convicts have read two, three, or more volumes a month. The number of volumes read may be safely placed at two volumes per month for each convict, or thirteen hundred and sixty volumes monthly among all of them, or sixteen thousand three hundred and twenty volumes during the year. In addition to this it may be stated that about fifty convicts are reading, as they

become sufficiently advanced, in the National School Books, and that every convict is supplied with a copy of the Holy Scriptures, exhibiting a very large amount of useful, moral, and even religious reading by the convicts, and suggesting a corresponding proportion of knowledge gained and good accomplished.

4. *Amount of reading among the Convict Women.*—"During the year library books have been distributed twice a month, and sometimes oftener, among eighty-four convict women; some of whom, however, were here only for a short time after the beginning of the year, and others for a like period before its close. Of these

That could not read at all, there were	6
That could only read in the spelling book	11
That read in the Bible only	9
That used the Library Books	58

These fifty-eight convicts have read in the library as follows:—

4	convicts,	1	volume each	4
2	"	2	"	4
5	"	3	"	15
3	"	4	"	12
4	"	5	"	20
2	"	6	"	12
2	"	7	"	14
3	"	8	"	24
5	"	9	"	45
3	"	10	"	30
2	"	11	"	22
1	"	13	"	13
1	"	14	"	14
1	"	15	"	15
2	"	16	"	32
2	"	17	"	34
1	"	19	"	19
2	"	20	"	40
1	"	21	"	21
1	"	23	"	23
1	"	24	"	24
2	"	26	"	52
1	"	28	"	28
1	"	30	"	30
1	"	36	"	36
2	"	37	"	74
2	"	43	"	86
1	"	48	"	48
Total 58	Average	15	"	791

"The average daily number of convict women may be placed at forty. Some of these have read nearly a volume per week through the year. Absolute certainty cannot be attained upon this point, but undoubtedly the amount of reading among the convict women was equal, on the average, to two volumes per month each, eighty a month among all, and nine hundred and sixty volumes during the year.

"In conclusion, the good effect produced by the circulation and perusal of so many valuable books cannot easily be appreciated, they having sown the seed of a rich and abundant harvest in future. They have communicated instruction to hundreds of men, and, independent of the intelligence conveyed, have afforded great satisfaction and contentment while reading them to the minds of these wretched men. They have given to them a better knowledge of their duty to themselves, to their families, to society, and to their God, and have assisted in fitting them for its fulfilment. Altogether, the conviction seems irresistible, that libraries are calculated to perform most important functions in all institutions for the reformation of fallen men, and it is to be hoped that the Chief Superintendent will not relax in his efforts until adequate libraries are introduced into all the prisons for reform, penitentiaries, and even gaols of Canada.

"Finally, it is gratifying to report the unanimity of feeling prevailing between the Vicar-General and chaplain in the selection of these books, and in the desire and effort to make the library a source of improvement, harmony, and contentment among the convicts; and to record how readily the Inspectors and Warden have endeavoured to promote the establishment of this library, and the free and full circulation of these valuable books."

2. *Joseph Workman, Esq., M.D., Medical Superintendent, Provincial Lunatic Asylum, Toronto:* "In compliance with your request I have much pleasure in stating to you that the operations and influences of the library have proved equal to my expectations. The number of readers registered since the 10th July last has been ninety-three, of whom sixty-eight have been insane inmates, and twenty-five servants of the asylum. Books are loaned only to those who request to have them, and are considered fit to use them, or are likely to be benefitted by reading. It would be absurd to suppose that the insane, generally, are disposed to read, or that their impaired faculties are adequate to the task. Were such the fact, the establishment of asylums for their safe-keeping and treatment would be less imperatively called for. A certain proportion of the improved incurables, and many of the advanced convalescents are benefitted by the perusal of suitable books; but the most judicious discrimination is required in selecting for them those books which are likely to interest and improve them. A considerable proportion of the books obtained from your Department have been well adapted to the purpose in view, and will serve as a valuable commencement on which to base future augmentations."

3. *George L. Allen, Esq., Governor, Toronto Gaol:* "In reply to a circular from the Education Office requesting me to furnish you with a report for 1858 of

the operation and effect of the library established in the gaol by your Department, I beg leave to say, that so far as the effects produced are concerned I have nothing to add to my former report, viz.: that the attention of the prisoners being engaged while reading has produced a greater amount of order and decorum amongst them. The description of books chiefly enquired for by the inmates of the gaol are those of a didactic, historical, biographical and light literary character. Works of a purely religious nature are rarely sought for. I would here suggest to the Department of Public Instruction for Upper Canada, with all due deference, that hereafter care should be taken in the choice of books for gaol libraries, to avoid the selection of so many volumes of small size as has been the case with the library for the gaol of these united Counties, for when the books are so small and so numerous it is almost impossible to take proper care of them. Another reason too I have found to operate against their usefulness, and that is, no matter how entertaining or instructive its pages may be, the adults do not like the idea of reading from a small book. A good selection of duodecimos and octavos, interspersed with a few of smaller size, I am of opinion is best suited for gaol libraries. Our library consists of a very large number of small books, with a few of those which I think are of a size most suitable."

4. *Mr. George Forbes, Oxford County Gaol:* "I had the honour to receive your communication desiring me to furnish a report of the operation and effect of the prison library established in the gaol of this county for 1858. In reply, I am happy to be able to bear testimony to the general usefulness of the library, in its effects upon the behaviour of the prisoners, as exemplified in the daily routine of this gaol. In a rural county like Oxford, the class of prisoners usually committed are for crimes that necessitates their being confined for an average of from one to three months, and as they usually become tired after the first few days of the monotonous life they are compelled to lead, books are applied for, and the day rooms are generally occupied by some of them reading to the others aloud. Although the first object they may have in view is merely amusement, nevertheless I am well convinced there must be future benefits derived by some who have never had the desire or opportunity to read. The books generally called for are history and biography, Josephus being a general favourite, as well as the histories of the native countries of the prisoners. The lives and labours of Howard and Mr. Fry are much read, but strictly religious works, of which there are a few in the library, are seldom desired, which may be accounted for by the fact of tracts being distributed every Sunday, of which the prisoners have the use during the week. I think they are more useful than larger works, because they are more easily read, and the subjects of them being more familiar and oftener changed, render them better suited to the capacities of the prisoners, and therefore more easily comprehended. As I before observed, the benefits derived from a prison library are at once apparent in the behaviour of the prisoners, as it diverts the mind of the morose and vindictive from contemplating and cultivating feelings of revenge and hatred to those who may have sent them to prison; and for the thoughtless and reckless, it at least causes them to behave better while confined, which circumstance alone has a tendency to strengthen the moral feelings, by accustoming them to self-control, and

may awaken in them a sense of the duty they owe to their fellow-men, and to society when they obtain their freedom. There is every reason to believe that the use of the library is calculated to prevent crime and vice from becoming more confirmed in the criminal, because in this gaol, and I have no doubt in many others, where there can scarcely be any proper classification of prisoners, it may be imagined what the result would be of the commingling of the vile thoughts feelings and experience of the depraved and vicious criminal, with the perhaps innocent prisoner, were it not that the teaching of elevated and refined minds comes in from the library to shew them the real pleasures they may enjoy by the practice of virtue and morality."

5. *Mr. John S. Sprowle, Whitby County Gaol:* "In reply to a circular from your office, I beg to state, that during the past year the operations of the library have been most satisfactory, the books being eagerly applied for and carefully read, in fact I do not know how we could well get on without it; certainly a great change for the better is observable, both in the order and discipline of the gaol."

6. *Walter Sheridan, Esq., County Clerk, Peterborough County Gaol:* "Your letter came to hand expressing a desire to have a detailed report on the success and usefulness, or otherwise, of the prison library. In the summer of 1856 the Sheriff suggested to the Counties Council the necessity of procuring a few books for the use of the prisoners, that might be kept by the Gaoler as a kind of circulating library for the prisoners. The Council placed the sum of $22 in the Sheriff's hands to provide the books, which were selected by him for the use of the prisoners. The library (if such it may be called) is very small. The Gaoler reports that a number of the prisoners seem to appreciate the privilege of having the books to read, and has no doubt if the assortment was larger it would confer a great benefit on the prisoners, some of whom have read the whole library through in a short time. Several of the prisoners cannot read, but such as have paid attention to reading have exhibited a more gentle and docile disposition, and an improved state of morality."

NOTE.—Libraries have since been established in the Gaols of the Counties of Lambton, Wellington, Leeds, and Grenville. See the following circular on the subject.

[Copy.]

7. *Circular from the Chief Superintendent in regard to Prison Libraries in Upper Canada, to the Warden and Members of the County Councils.*

SIR,—I have the honor to transmit herewith a copy of the *Journal of Education* for the current month, addressed to the County Clerk,* and to invite your attention, and that of the Council over which you preside, to the papers relative to Libraries in Prisons and Gaols, on the first three pages. I need not add one word to what is contained in these papers as to the importance and usefulness of such

* A copy is also sent gratuitously each month addressed to the County Clerk and Treasurer.

Libraries, and their salutary influence in the several Prisons and Gaols where they have already been established.

I shall be most happy to co-operate with the Council over which you preside in establishing a Prison Library in your County, under such regulations, in connection with the Departmental regulations, as your Council may think proper to adopt, by apportioning one hundred per cent. upon any sum or sums which may be raised from local sources for that purpose, and by forwarding such books as you may think proper to select from the Official Catalogue of Books for Public Libraries.

I have heretofore furnished each Municipal Council with a copy of the Official Catalogue, and a copy of the Catalogue of Maps and other Apparatus, provided by this Department for Public Schools, together with the printed blank forms of application; and I shall be happy to furnish them again, and to afford every aid and facility in my power, as well as make the apportionment above intimated, towards accomplishing the desirable object named, and also in promoting the efficiency of the Public Schools in the same manner.

I will thank you to have the goodness to lay this circular before your Municipal Council, and to let me know, as early as convenient, the decision of your Council on the subject which I have taken the liberty to bring under your notice.

I have the honor to be, Mr. Warden and Gentlemen,

Your fellow-laborer, and faithful servant,

(Signed,) E. RYERSON.

Education Office,
Toronto, 17th January, 1859.

Appendix C.

THE GRAMMAR SCHOOLS OF UPPER CANADA.

I. INSPECTOR'S REPORT UPON THE STATE OF THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA, FOR THE YEAR 1858.

(Copy.)

HAMILTON, March, 1859.

1. "SIR,—I have the honor to lay before you some general observations on the condition and progress of the Grammar Schools in Upper Canada, for the year 1858. For minute and particular information about each of the schools separately, I beg leave respectfully to refer you to my special Report already in your hands; wherein a detailed account is given of the school premises, their extent, accommodation, condition and furniture; of the globes, maps, charts and apparatus with which they are furnished; of the number of pupils, average attendance, and

branches of study pursued; of the modes of teaching and system of discipline; the organization of the school and the classification of the pupils; the subjects taught and the proficiency in each; the names, qualifications and salaries of the teachers; the books used and fees paid by the pupils, together with remarks upon the more important defects or the characteristic excellencies of each school.

"It is peculiarly gratifying to mark the steady onward progress of these schools, in character and efficiency; very many of them now presenting a striking and pleasing contrast to their former state, both in external aspect and internal arrangement, management and discipline; and although much remains to be done before this part of our system of national education can be all that is desirable and necessary, the improvement in almost every respect made within the last few years is most encouraging and promising, nor can I doubt but that ere long they will be fitted to fill their proper place between the common school and the college; and by furnishing to one class of students the advantages of a higher English education, and to another class the requisite elementary training in classics and mathematics, they cannot fail greatly to elevate the standard of education in the country, and to excite and assist many of our generous youth to obtain all the advantages of a liberal university course of study. During the past year the most decided progress has been made in advancing the character, claims and usefulness of these schools, in the erection, enlargement and furnishing of school-houses, in the increasing desire on the part of trustees to procure the services of able experienced and trained teachers, as also in a greatly increased attendance of more advanced pupils, both in natural science and classics; and I would add the obviously deepening convictions in the minds of many, that such higher schools are a necessity, and have claims upon support and liberality, in order that the means of culture and the path to honorable distinction may be, as far as possible, accessible to all. It is greatly to be regretted, however, that owing to an unfortunate location, premature commencement or incompetent management, some schools have grievously failed, and thereby cast a sort of reflection upon all the rest, as if the general system and management were at fault: whereas in most cases where failure has been the result, the school was really not called for, and enlisted the sympathies of only a few. This undue increase in the number of the schools has arisen mainly from the laudable desire of a few individuals in each town or village, to obtain if possible near their own homes a classical training for their sons; hence the attempt not unfrequently made to establish and open a school where a sufficient number of classical pupils cannot be obtained. And this lack of interest and paucity of numbers have led to the union of the grammar with the common school, which union in some cases, at least, has by no means been productive of good results to the higher department. Such schools being in reality only common schools, and generally not the best, inasmuch as skill in teaching and the management so essential to the success of a teacher has sometimes been sacrificed for the legally enforced quantum of Latin. It should be observed, however, that while the establishment of new schools diminishes the income, and in some respects lowers the status and lessens the usefulness of the others, it has also the effect of disseminating more widely the privileges proffered

by such high schools, and presents the opportunity of acquiring the rudiments of classical and mathematical knowledge, and thereby of attaining a university training to some, who would otherwise, from their circumstances have been deprived of it.

"During the year a number of additional schools have been authorized by the respective County Councils, but only two (Windsor and Oakwood*) have been legally opened, and one (Uxbridge) has been re-opened,—making the entire number established in the Province 89, of which 75 are in operation. Fourteen, viz., Ashton, Bondhead,† Borelia, Cayuga, Demorestville, Fingal, Omemee, Packenham, Pembroke, Renfrew, Sandwich, Stirling, Trenton, and Waterloo, had either never been opened or were closed when visited. In some of these places a school may soon be opened and properly sustained, but in a majority of them a Grammar School is not at present required, and a sufficient number of classical pupils could not be secured, a good Common School, with a first class trained teacher, being better adapted to their present wants.

"Of the 75 schools in operation, 39 are united with the Common Schools. As to the working and success of such union schools, all depends upon the character, attainments, and skill of the master, and whether a sufficient number of teachers are engaged. Of course where there is only one teacher, as occurs in a few instances, or one with very inadequate assistance, there the school assumes the aspect of a Common School, only distinguished by the fact, that a "little Latin and less Greek" may be occasionally very imperfectly taught: but where the head-master has a thorough knowledge of his profession, as well as of the subjects he proposes to teach, and can arrange and classify the pupils properly, and maintain order and discipline in the school, and has an efficient staff of qualified assistants, the union of the schools is of advantage to both, by allowing a regular gradation of classes, and a proper division of labour. Where, as in some instances has already been done, the Grammar School is made the highest of a series of properly graduated departments, and admission to each is regulated by term examinations, the union of the two Boards cannot fail being both economical and advantageous. In some places this is successfully exemplified, and the schools are in a most efficient condition: in others the union is merely nominal, and as appears, formed for financial purposes alone: not the least connection practically exists between the schools, no orderly arrangement or gradation of classes, and no subordination or division of labor among the teachers. The school-rooms are separate, and sometimes at a considerable distance from each other—the internal management is distinct and frequently dissimilar,—the modes of teaching diverse and inconsistent. Nothing but disappointment and dissatisfaction can arise from a state of things so much to be deprecated.

"Of the 36 Grammar Schools not united with Common Schools, 3 are taught by 3 masters, 6 by 2, and 27 by 1 master each.

* The Oakwood Grammar School was open for the latter half of 1858, but reported too late to be included in Tables G, H, and I.

† The Bondhead Grammar School was open for the first six months of 1858.

"Of the 75 head masters, there are 24 Canadian, 19 British, 2 American, and 1 German graduates. Twenty-two hold certificates of qualification from the Provincial Board of Examiners, and seven were appointed before the new regulation came in force, which requires a degree or certificate.

"As may easily be inferred from such a statement, the modes of teaching are very various and of different degrees of merit and efficiency. A greater uniformity, both in the qualification of the teacher and in the management of the schools, is greatly to be desired, and should as far as practicable be secured. It is still a subject of painful regret that so many who have assumed the duties and responsibilities of the school-room are so imperfectly prepared for their proper and successful discharge of them, and seem to entertain such inadequate conceptions of the object to be attained and the most approved means of attaining it: aiming only at imparting a modicum of knowledge in several branches of study, by incessant repetition, without attempting to train the minds of their pupils to early habits of correct thinking and patient intellectual investigation. The skill of the teacher is best shown by working up, directing, and developing the mind of his pupils, by judicious and ingenious methods of instruction and assistance. In order to this, all teachers should render themselves so familiar with the subjects of the lessons, as to be able to teach them without such a slavish adherence to the words, illustrations, and examples of the text-book, as is too common in our schools. From neglecting this many teachers acquire a close, uninteresting, monotonous, and mechanical method of teaching, and foster the habit of mere verbal repetition on the part of the scholar, which deadens his energies and retards his progress. Principles should be clearly stated and familiarly explained before definitions are given, rules committed, or examples cited or solved. It is very gratifying, however, to mark the decided progress made in this particular every year. There are now a goodly number of well qualified, able, earnest teachers, generously devoted to their work, whose methods of instruction and discipline are well adapted to secure the ends contemplated, the acquisition of useful knowledge, and the culture of the mental faculties: men who are an honor to their profession, who deserve well of their country, and whose names will be gratefully remembered and reverently repeated in after years by their well trained and thankful pupils. The government of the schools is, on the whole, good and orderly; the discipline parental, kindly, and considerate. The rod is rarely resorted to for correction, and the modes of chastisement are commonly judicious, and likely to prove morally beneficial, consisting mainly in detention or restraint, with deprivation of some privilege, or the loss of position in the class, with marks of the master's disapproval. "*Impositions*" are by some inflicted as a punishment, a practice which can scarcely be too strongly reprehended, as fitted to fill the mind of a child with aversion or dislike for his studies, by associating with his lessons the idea of taskwork, and rendering the school-room a sort of scholastic *Bridewell.*

"Religious exercises are regularly and duly observed in nearly all the schools, the exceptions being rare. In most cases the reading of the Scriptures and prayers are observed both at the opening and closing of the school; and not a few of the

masters manifest a most commendable solicitude for the moral and religious interests of those committed to their care, and earnestly endeavour to instil into their minds pure and pious principles, and to implant in their hearts generous, noble, and patriotic sentiments. This is an important and hopeful feature in the character of these schools, as from them will spring the men into whose hands we must resign our sacred trust,—Truth, Liberty, and Right. Stewart justly observes, that "The most essential objects of education are the two following: first, to cultivate all the various principles of our natures, both speculative and active, in such a manner as to bring them to the greatest perfection of which they are susceptible; and secondly, by watching over the impressions and associations which the mind receives in early life, to secure it against the influences of prevailing errors, and as far as possible engage its prepossessions on the side of truth."

"To instruct youth in the languages and in the sciences is comparatively of little importance, if we are inattentive to the habits which they acquire, and are not careful in giving to all their different faculties and all their different principles of action a proper degree of employment."

"The number in attendance is steadily increasing, particularly in the classics and higher branches. The entire number of students in Latin at the time of my visit was 1,118; in Greek, 220; in French, 482; in Algebra, 943; in Geometry, 736; while a very large majority were only in the elements, a number were reading the more advanced classics, and preparing for the Law, Medical, or University examinations. An obvious improvement is discoverable in many of the schools in accuracy and extent of attainments, and the readiness and thoroughness of recitations. Large classes are also formed for the study of History, generally English and Canadian; also the elements of Natural Science and Physical Geography, a branch of study interesting and instructive, and specially fitted to awaken thought and excite enquiry. Some masters incidentally communicate, in a very interesting manner, much useful and important information.

Schools having less than 10 classical pupils.....	25	—average	5.25	
" " more than 10, less than 15.....	18	"	12.00	
" " " 15, " 25.....	20	"	17.06	
" " " 25	12	"	35.00	
Entire number of schools in operation.....	75	"	15 nearly.	

"It is painful to have to notice the carelessness manifested by some masters in teaching the classics, in regard to the pronunciation and quantities of the words. Indeed the different styles of pronunciation designedly adopted and prevalent among teachers is a constant source of difficulty and perplexity to the pupil on every change of school or teacher. Some adopting the Scotch or Continental method of sounding the vowels, others the English, while some again prefer reading according to the quantity, and candor constrains me to add that a few seem to mingle the three; uniformity in this respect is not only highly desirable, but for many causes ought to be agreed upon and enforced. Sufficient time and care are not taken by

some teachers to ground their pupils thoroughly in the forms, construction and idioms of the language, and hence great difficulty and frequent mistakes in translation. Though there is a general desire and endeavour on the part of masters to conform to the published programme, such conformity is by no means common, and the want of it arises partly from the unwillingness of the parent to allow his child to take the prescribed course, as he designs him for some particular vocation in which he fancies only certain branches of study will be of use to him; and partly from the want of skill and firmness on the part of the teacher, whose duty it is first to adopt a good system, and then steadily adhere to it. Notwithstanding these drawbacks the state of the schools is by no means discouraging, as there are in all parts of the country a few good, energetic teachers at work on what should and what can be done, and trustees are more solicitous than ever to secure the services of such teachers.

"It cannot be doubted but that the influence of the Model Grammar School recently opened will soon be felt, in establishing a greater uniformity of management and similarity of method; as the teachers will have the opportunity during their longest vacation of witnessing the system of discipline and style of teaching therein adopted, with the view, so far as suitable and practicable, of reproducing them in their own schools, and it were well if candidates for masterships in grammar schools could spend a term or two there before entering upon their duties.

"The salaries of the masters remain nearly the same as formerly, a few of them having been slightly increased. The average salary is about seven hundred dollars. Of the 75 headmasters employed, as nearly as I could ascertain, the salaries range as follows:

2	Masters	receiving.....	$400
12	"	"	500
21	"	"	600
11	"	"	700
18	"	"	800
3	"	"	900
4	"	"	1,000
4	more	than.....	1,000

"The fees vary very much, some schools are free, and rate-bills range from one to six dollars, and one school charges as high as ten dollars; average about four dollars. In a few counties the councils aid in the payment of the master's salary, by an annual grant; but generally, they do but little in support of the grammar schools, regarding them more in the light of a local than general advantage, and having stronger claims upon the particular towns where they are situated, and which enjoy the benefits, than upon the counties generally.

"The improvement obvious in the style, dimensions, accommodations and furnishing of the school-houses erected within the last few years evinces the deepest interest and indicates the most rapid progress. Since 1855, fifteen new houses

have been erected, and four are being erected, many of them large, commodious and handsome buildings; many others have been enlarged and improved and furnished. In not a few of our cities and towns the school-houses are among the best and most attractive edifices. The 75 school-houses may be classed as follows:

Good, commodious and well furnished	20	
Suitable and moderately furnished	24	
Bad and altogether unsuitable.....	10	
In process of erection	4	
In rented and temporary premises.....	17	
		— 75

"I beg leave here to repeat what I have said in a previous report on this topic, since it is applicable now as then. While not a few elegant and commodious school-houses have lately been erected and more or less fully fitted and furnished; there are still a number which are unsightly and wholly inadequate and unsuitable. The external appearance of some of the school-houses has been very much improved by the erection, repairing or painting of fences, sheds and proper out-houses; or by planting a few trees, shrubs, and otherwise improving the grounds. A very small outlay in this way on the part of the trustees, and a little taste, labor and care on the part of the teachers would soon render the school-house the most attractive and homelike spot in the neighborhood, an object of honest, patriotic pride, instead of an eye-sore and a reproach, as has been too long and too commonly the case, and this could be accomplished all the more easily, as the lots on which the houses are built are generally large enough to admit of considerably extensive improvements of this sort, and nothing is likely to exert a finer influence over the manners of the pupils, and affect more happily their conduct in the school and towards each other, or contribute more directly both to mental and moral culture than the silent but eloquent and impressive monitions of tasteful arrangements and natural beauty around the school-room, and order, neatness and cleanliness within it. Indeed the absence of such influence is always to be deplored as a sad hindrance and defect in the work of education. The difference between schools in this respect is most striking, some neat, cleanly and inviting; others dirty, dilapidated and forbidding, and the corresponding effects may be anticipated within. It is painful indeed to notice the evidence of great carelessness, nay of culpable neglect on the part of some teachers, and of unmannerly rudeness and low depravity on the part of their scholars, as seen in the whittled, besmeared, and strangely carved desks, and on the scribbled and polluted walls. We cannot but think that teachers are themselves mainly to be held accountable for this, as their authority should be such as to restrain all such undue and indecent license, even where the means at their command may not enable them directly and successfully to inculcate the reverse. A dark, dingy, desolate looking school-house rebukes the negligence which it reveals, and perpetuates the ignorance and the want of taste which permit it. It were well if trustees would turn their attention more to this matter, as the progress of the country and the interest of education demand it at their hands.

"In no respect do the schools differ more than in the manner in which they are furnished and fitted up; while some are supplied with neat, convenient seats and desks, others have only long movable forms and tables, unseemly and incommodious; and while some have a full assortment of maps, charts, tablets and apparatus, others are not only destitute of these things but scantily supplied even with books. It surely must be obvious, that to withhold a suitable supply of the necessary aids, now so easily obtained, and which facilitates so much the work of instruction, is parsimony not economy. To erect a suitable house and engage the services of a competent master, and then not provide comfortable seats and desks and all requisite apparatus, is to say the least as unpolitic as it is unfortunate, and a subject of censure as well as regret. Since the duties imposed by statute upon Boards of Trustees are so important, and the efficiency of the school depends so much upon the manner and spirit in which these duties are discharged, it is as creditable to the parties appointing them as it is fortunate for the cause of education, that the Boards are generally composed of those who, both by education and position, are qualified for the trust. The list comprises ministers of nearly every religious persuasion, physicians, members of parliament, judges, magistrates, and county officers, many of whom take a deep and active interest in the schools, and in some cases, regularly visit and examine, and by counsel and encouragement greatly aid the master in his work. If this practice were more general the schools would flourish more, and though more might have been expected from the hearty co-operation of so many educated and influential men than has been realized, yet much has already been accomplished, and from the earnest and liberal spirit now manifested much more will speedily be achieved. In conclusion, I beg leave to refer to my previous reports for some suggestion as to the future provisions for the better working of Grammar Schools. With some modification of the present law and regulations as to the jurisdiction, support and organization of these schools, they will soon attain to a high position of influence and usefulness, and give a fulness and completeness to the system of public instruction, which is at once our glory and our hope as a people.

I have the honor to be
Sir,
Your obedient servant,
(Signed) W. ORMISTON.

To the Rev. E. RYERSON, D.D.,
Chief Superintendent of Education,
Canada West.

II. THE MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

No. 1.—Act Establishing the School.

The Model Grammar School has been established under the authority of the first clause of the first section of the Grammar and Common Schools Improvement Act of 1855, (18 Vict., chap. 132,) as follows:—"1. A sum not exceeding one thousand pounds per annum, may be expended under the direction

of the Council of Public Instruction for the establishment and maintenance of a Model Grammar School, in connexion with the Normal and Model Schools for Upper Canada, including also any expenses which may be incurred in the examination of Candidates for Masterships of Grammar Schools."

No. 2. Programme of the Course of Instruction in the Model Grammar School.

The Model Grammar School, established by the Council of Public Instruction for Upper Canada, is mainly intended to exemplify the best method of teaching the branches required by law to be taught in the Grammar Schools, especially Classics and Mathematics, as a model for the Grammar Schools of the country. It is also intended that the Model Grammar School shall, as far as possible, secure the advantages of a *Normal Classical* School to candidates for masterships and teacherships in the Grammar Schools; but effect cannot be given to this object of the Model Grammar School during the first few months of its operation. The utmost care has been taken to select duly qualified and able Masters. The following are the regulations which have been adopted in regard to the opening of the School:

Extract from the Minutes of the Council of Public Instruction, dated the 30th March, and 31st December, 1858, and the 15th of March, and the 21st of June, 1859.

Ordered, 1. That the Model Grammar School shall be first opened for the admission of pupils on the second Monday in August, 1858.

2. That the qualifications for admission shall be the same as those required for admission into the County Grammar Schools, as follows:—Pupils in order to be admitted to the Grammar School must be able, 1. To read intelligibly and correctly any passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements of English Grammar, and be able to parse any easy sentence in prose; and 6. Must be acquainted with the definitions and outlines of Geography.

3. That the subjects of instruction shall be the same as those appointed for the County Grammar Schools. (See page 106.)

4. That no pupils shall be admitted to the Model Grammar School who do not purpose taking up the prescribed course of instruction.

5. With a view to allow Grammar School Masters an opportunity of visiting the Model Grammar School during their own vacations, it is ordered, That there shall be four Model Grammar School Terms in each year, to be designated, the Winter, Spring, Summer, and Autumn Terms. The Winter Term shall begin the seventh of January, and end on the Thursday next before Good Friday; the Spring Term shall begin the second Monday after Good Friday, and close on the fourth

Friday in July; the Summer Term shall begin at the end of the long vacation, and end on the thirty-first of October; the Autumn Term shall begin on the first of November, and shall end on the twenty-second of December.

6. That three pupils from each County, and two from each City in Upper Canada shall have the prior right of admission; and if any County or City shall not avail itself of this privilege, then other duly qualified applicants shall be admitted in the order of their applications.

7. That one scholarship, open to pupils in the Boys' Model School, be established in the Model Grammar School.

Explanatory Memorandum on the foregoing.

1. The regular curriculum of five years embraces an extended course of instruction in Latin, Greek, Mathematics, French, German, English Grammar, Literature and Composition, History and Geography, both Ancient and Modern, Logic, Rhetoric, and Mental Science, Natural History and Physical Science, Evidences of Revealed Religion, the usual Commercial Branches, Drawing, Music, Gymnastic and Drill Exercises; the more advanced Students will also attend Lectures in various departments of Literature, Science and Art. (See programme on page 112.)

2. Only one hundred pupils will be admitted, (not including the free pupils.)

3. Accordingly, the numbers in each class will be strictly limited, in order that a due regard may be paid to the peculiar temper and disposition of each pupil, and that the utmost efficiency may be secured in the cultivation of the intellectual faculties, and the inculcation not only of the principles but of the practice of a high-toned morality.

4. The School contains large and well ventilated class-rooms, with anterooms, a Library, Laboratory, and a Hall for assembling the whole school. The most recent improvements in school architecture and school furniture have been adopted. A play-ground of several acres is attached, with gymnastic apparatus, and covered sheds for exercise in wet weather.

5. The course of instruction is so arranged as to prepare and strengthen the mind for the more severe study of each succeeding year.

6. By the peculiar system of discipline adopted, the conduct and application of the pupils will be regulated by motives similar to those by which our conduct in after life is influenced, and the various honours will be made to depend as much on good conduct as sound scholarship.

7. Pupils from a distance can board in private houses sanctioned by the Council, at prices agreed upon by the parents of the pupils and the keepers of the houses. A pupil will be allowed to board in any private family, at the request of his parents.

8. There are Four Scholastic Terms in the year, and the fee at present is ten dollars per term, payable in advance, as follows:

For one pupil, ten dollars per term.
For two brothers, eight dollars per term, each.
For three brothers, six dollars per term, each.

9. All applications for admission to be transmitted in writing to the Chief Superintendent of Education for Upper Canada.

No. 3. Circular from the Chief Superintendent of Education to the Heads of Municipal Councils in Cities and Counties in Upper Canada, transmitting the foregoing Programme, dated 8th June, 1858.

Sir,—I have the honor to transmit you herewith a Programme of the course of instruction to be pursued in the Model Grammar School for Upper Canada.

As it is a Provincial, and not a local, Institution, the Council of Public Instruction has resolved to apportion the pupils to be admitted to each County and City in Upper Canada.

The object of this Circular is to bring the subject under the notice of the Council over which you preside, in order that if the Council should think proper at present, or at any future period, to select by examination before a Committee or Board of Examiners appointed for that purpose, three of the most meritorious pupils within its jurisdiction, and assist them by scholarships or bursaries, to attend the Model Grammar School, the preference would be given to them over all other applications from the same County.

I will only add that it is intended that the School shall be in reality what its name imports,—a Model Grammar School for Upper Canada.

I have, &c.,
(Signed,) E. RYERSON.

No. 4. Prizes and Certificates at the Model Grammar School Examination, 1859.

The first examination of the pupils in the Model Grammar School was held on the 27th and 28th of July, 1859. His Excellency the Right Honorable Sir Edmund W. Head, Bart., Governor General, attended at the recitations and other exercises of the 28th; and, at the request of the Chief Superintendent of Education, distributed the prize-books and certificates of honor among the pupils. The following forms were used on the occasion:

(1) *Form of Certificate inserted in each prize-book—*

MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

Ingenuo magnæque spei Adolescenti ————.

E CLASSE ——.

Propter insignes in Artibus Liberalibus progressus hunc, præmium optime merito, Librum D.D.

Literarum Humaniorum apud Torontonenses Ludus, Exemplar Provinciæ Occidentali Propositus.

GEO. R. R. COCKBURN, A.M.,

A.D. —— Kal. Sext. Rectore.

M.D.CCC.LIX.

(2) *Form of Certificate of Honor—*

MODEL GRAMMAR SCHOOL FOR UPPER CANADA.

Ingenuo magnæque spei Adolescenti ————.

E CLASSE ——.

Propter insignes in ———— progressus hoc præmium optime merito D. D.

Literarum Humaniorum apud Torontonenses Ludus, Exemplar Provinciæ Occidentali Propositus.

GEO. R. R. COCKBURN, A.M.,

A.D. —— Kal Sext. Rectore.

M.D.CCC.LIX.

III. THE COUNTY GRAMMAR SCHOOLS.*

No. 1.—Programme of Studies, and General Rules and Regulations for the Government of County Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction, under the authority of the Grammar School Act, 16 Vic. cap. 186, and approved by the Governor General in Council.

PREFATORY EXPLANATIONS.

1. The fifth section of the Grammar School Act requires "That in each county grammar school provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and commercial education, including the elements of mechanics and natural philosophy, and also in the Greek and Latin languages, and mathematics, so far as to prepare students for University College, or for any college affiliated to the University of Toronto, according to a programme of studies, and general rules and regulations, to be prescribed by the Council of Public Instruc-

* For Statistical Report of these Schools for 1858, see Tables G, H, and I (pages lviii—lxv of this Report); and for Inspector's Report on their condition, see pages 95–102.

tion for Upper Canada, and approved of by the Governor General in Council; Provided always, that no grammar school shall be entitled to receive any part of the grammar school fund, which shall not be conducted according to such programme, rules and regulations." In the fourth clause of the eleventh section of the Act (after providing for the union of the grammar and one or more common schools in any municipality) it is provided "That no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by a duly qualified teacher or teachers."

2. From these provisions of the law it is clearly the object and function of grammar schools not to teach the elementary branches of English, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction of Upper Canada, after mature deliberation, has adopted the following regulations, which, according to the fifth section, and the fifth clause of the 11th section of the Grammar School Act, 16 Vic., cap. 186, are binding upon all boards of trustees, and officers of grammar schools throughout Upper Canada.

Section 1.—Qualifications for the Admission of Pupils to the Grammar Schools.

1. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the summer vacations; but the admission of pupils in English studies alone, or of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each term. The examinations for the admission of pupils shall be conducted by the head master, as also examinations for such scholarships, exhibitions, and prizes as may have been instituted by municipal councils as authorized by law,* or by other corporate bodies, or by private individuals. But

* The *Upper Canada Municipal Institutions Act* of 1858, 22 Vict. chap. 99, section 279, enacts that the municipal council of every county and city may pass by-laws for the following purposes:—

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

3. *Pupils competing for University Prizes.*—For making permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense, but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for competing for, any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

the board of trustees may, if it shall think proper, associate persons with the head master in the examinations for such scholarships, exhibitions, or prizes.

2. Pupils, in order to be admitted to the Grammar School, must be able,—1. To read intelligibly and correctly any passage from any common reading-

4. *Common School Pupils.*—For making similar provision for the attendance at any County Grammar School, for like purposes, of pupils of the Common Schools of the County.

5. *Endowing Fellowships.*—For endowing such Fellowships, Scholarships or Exhibitions, and other similar Prizes, in the University of Toronto and in the Upper Canada College and Royal Grammar School there, for competition among the pupils of the Public Grammar Schools of the County as the Council deems expedient for the encouragement of learning amongst the youth thereof.

The following Scholarships are offered for competition at the Matriculation Examinations in the University of Toronto:

1. *In the Faculty of Arts* (each of the value of $120 per annum), 2 in the Greek and Latin Classics, with History and Geography; 2 in Mathematics; 1 in Modern Languages, with History and Geography; 8 for General Proficiency in the "pass" subjects appointed for all Students. See subjects on page 113.

2. *In the Department of Agriculture*, 1 of the value of $120. The subjects of examination are as follows: English Grammar and Composition. Arithmetic, including Mensuration. Euclid, B. 1. Outlines of English History to the present time [White's History of Great Britain and Ireland.] Outlines of Modern Geography [Anderson's.] Geography of the British Empire, including her Colonies. Principles of Agriculture. [Stephens' Catechism of Practical Agriculture. Johnston's Catechism of Agricultural Chemistry.]

3. *In the Department of Civil Engineering*, 1 of the value of $120. The subjects of examination are as follows: Arithmetic. Algebra [Colenso's.] Euclid; Bb. I. II. III. IV. and VI., and Definitions of B. V. [Colenso's edition of Simson's.] Nature and use of Logarithms [Colenso's.] Plane Trigonometry, as far as plane triangles [Colenso's.] English Grammar and Composition. French Grammar; Voltaire, Histoire de Charles XII. Outlines of British History to present time [Chambers' History of the British Empire.] Outlines of Modern Geography. [Anderson's Modern Geography.] Geography of the British Empire, including her Colonies. Drawing from a copy.

4. *In the Faculty of Medicine*, 8 of the value of $120 per annum each. The subjects of examination are as follows: Homer, Iliad, B. I. Horace, Odes, B. I. Translation into Latin Prose. Sallust, Catilina. Ordinary rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. Algebra as far as Quadratic Equations, inclusive, [Colenso's.] Euclid, B. I. English Grammar and Composition. French Grammar. Voltaire, Histoire de Charles XII. Outlines of English History to the present time [White's History of Great Britain and Ireland.] Outlines of Ancient and Modern Geography [Schmitz's Manual of Ancient Geography and Anderson's Modern Geography.] Elements of Chemistry [Chambers' Educational Course.] Elements of General and Comparative Physiology [Agassiz and Gould's Comparative Physiology.] Elements of Botanical Science, structural and systematical [Gray's First Lessons in Botany, Lindley's Classification.]

5. *In the Faculty of Law*, 3 of the value of $120 per annum each. The subjects of examination are as follows: Lucian, Charon, Vita and Timon. Horace, Odes, Bb. I. and III. Homer, Iliad, B. VI. Virgil, Æneid, B. VI. Translation from English into Latin Prose. Arithmetic. Euclid, Bb. I. II. III. IV. and VI., and definitions of B. V. [Colenso's.] Algebra [Colenso's.] Plane Trigonometry, as far as the solution of plane triangles [Colenso's.] English Grammar and Composition. Orthographical and Etymological forms, and History of the English Language [Latham's Hand-Book of the English Language (2nd edition), and Craik's Outlines of the History of the English Language.] French Grammar, and Montesquieu's Grandeur et Décadence des Romains. W. Douglas Hamilton's Outlines of English History to present time. Outlines of Roman History to the death of Nero, and Outlines of Grecian History to the death of Alexander. [Schmitz's Manual of Ancient History.] Outlines of Modern Geography. Roman History, Age of Augustus: Grecian History, Age of Pericles: [Liddell's Rome, Smith's Greece, and Browne's History of Greek and Roman Literature.]

book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work readily questions in the simple and compound rules of arithmetic, and in reduction and simple proportion. 5. Must know the elements of English grammar, and be able to parse any easy sentence in prose; and, 6. Must be acquainted with the definitions and outlines of geography.

Section 2.—List of Text Books for Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction, under the authority of the sixth section of the Grammar School Act, 16 Vic., ch. 186.

[Note.—*The Grammar School Trustees can select such text books from the following list as they may approve; but in no case should more than one series of books be permitted to be used in each School.*]

[In regard to the Text-books sanctioned for use in the Grammar Schools, three remarks may be made: The first is, that in the English Branches, the National Books, with one or two additions, have been selected and authorized, as they are, upon the whole, the best series of English text-books published, are in use in the Common Schools, and are easily obtained. The second remark is, that in the Greek and Latin languages, more than one text-book on the same subject has, in some cases, been authorized—especially grammars. The reason is, that each of the books mentioned is used and preferred by a large class of teachers; and the first object of the Council of Public Instruction being to secure the use of a uniform series of text-books in each Grammar School; and then after the test of comparison and experiment, (which may be made under the new system,) to secure the use of the same Greek and Latin grammars in all the schools. This is, indeed, effected in part by the regulations requiring Arnold's First Lessons in Latin and Greek alone to be used by the pupils in commencing the study of those languages. My third remark is, that while each Board of Trustees will, of course, determine which of the books authorized (where there is an option) shall be used in its school, some regard should be had to the circumstances of individual parents and pupils, in superseding the use of some books now in use, by the introduction of new ones. In first introducing a uniform series of text-books into the Common Schools, I stated that the authorized books should be introduced as the old and unauthorized books might become worn-out, and as new classes should be formed in each school. I think it best for the Board of Trustees to adopt the same method in introducing a uniform series of text-books into the Grammar Schools. They have authority under the present Grammar School Act and accompanying Regulations, to determine not only which of the text-books authorized shall be used in each school, but also that each pupil shall be provided with such books. I may, however, add, that it is the teacher, rather than the books, that makes the school, whether it be an elementary, or high school, or even college.—*Extract from the Circular of the Chief Superintendent of Education to Boards of Grammar School Trustees, dated the 17th February,* 1855.]

1. *Latin.*

Arnold's First, Second and Third Book.
Andrews and Stoddart's Grammar.
Bullion's (Adam's) Grammar.
Edinburgh Academy Rudiments.
Eton Grammar.
Arnold's Prose Composition.
Anthon's Latin and English Dictionary.
Kaltschmidt's Latin — English Dictionary.

2. *Greek.*

Arnold's First Book.
Arnold's First Prose Composition.
Arnold's Second Prose Composition.
Arnold's Reading Book.
Bullion's Grammar.
Edinburgh Academy Rudiments.
Eton Grammar.
Anthon's Prosody.
Liddell and Scott's Lexicon, (Abridged.)
Donnegan's Lexicon.

Classical Dictionaries, &c.

Smith's Classical Dictionary.
Smith's Smaller Classical Dictionary, and the Dictionary of Antiquities.
Rich's Companion to the Latin Dictionary and Greek Lexicon.
Baird's Classical Manual.

3. *French.*

Merlet's Grammar.
Merlet's Le Traducteur.
Merlet's Dictionary of Difficulties.
Arnold's First Book.
Arnold's Vocabulary.
Noël and Chapsal's Grammar.
Collot's Pronouncing Reader.
Collot's Interlinear Reader.
Collot's Anecdotes and Questions.
Collot's Dialogues and Phrases.
Collot's French and English Dictionary.
Surrenne's New Manual.
Spiers and Surrenne's French and English Dictionary.

4. *English.*

Lennie's Grammar.
Bullion's Grammar.
National Grammar.
Sullivan's Grammar.
Art of Reading. (National Series.)
Sullivan's Dictionary of Derivations.
Sullivan's Dictionary.
The National Readers.
Third Book.
Fourth Book.
Supplement to ditto.
Fifth Book.
Sixth Book.
Sullivan's Spelling Book Superseded.
Sullivan's Literary Class Book.
Whately's Lessons on Reasoning.
Whately's Lessons on Christian Evidences, or the Truth of Christianity, (Appendix to 4th National Reader.)
Whately's Introductory Lessons on the British Constitution.
Political Economy in Chamber's Educational Course.
Spalding's Literature.
Reid's Rudiments of Composition.

5. *Mathematics.*

Arithmetic in Theory and Practice. (National Series.)
Thomson's (James, LL.D., Glasgow,) Arithmetic and Algebra.
Loomis' Treatise on Algebra.
Colenso's Simson's Euclid.
Colenso's Algebra, Part I.
Potts' Euclid.
Mensuration
Appendix to ditto } National Series

For Mathematical Instruments and Geometrical Forms and Solids, see *Depository Catalogue.*

6. *Geography and History.*

Sullivan's Introduction to Geography and History.
Sullivan's Geography Generalized.
Epitome of Geographical Knowledge, (National Series.)
Hodgins' Geography and History of Canada and of the other British Colonies.
White's Elements of General History, (Ancient, Middle Ages, and Modern.)
White's History of Great Britain and Ireland.
White's History of France.
Schmitz's Manual of Ancient History.
Putz's Ancient Geography and History. By Arnold and Paul.
Putz's Mediæval Geography and History.
Putz's Modern Geography and History.
Johnston's General School Atlas.
Johnston's Physical School Atlas.
Johnston's Classical School Atlas.
Pillans' Physical and Classical Geography. (Companion to Johnston's Classical Atlas.)

7. *Physical Science.*

Third, Fourth and Fifth National Readers.
Newmans' Chemical Atlas.
Newmans' Chemistry.
Nesbitt's School Philosophy.
Johnston's Charts of Natural Philosophy, with Hand-Books.
Patterson's First Steps to Zoology, Parts I. and II.

8. *Miscellaneous.*

Walah's Manual of Vocal Music.
Charts, books of School Songs, &c.
Spencerian Writing Manual.
National Copy Lines.
Copy Lines, Latin or English.
National Book Keeping.

Drawing books and materials authorized by the Department of Science and Art, England; and those in the Catalogue of the Educational Depository.

Section 3.—Programme of Studies in the Grammar Schools of Upper Canada.

Class.	I. Latin.	II. Greek.	III. French.	IV. English.	V. Mathematics.	VI. Geography, and History.	VII. Physical Science.	VIII. Miscellaneous.
First or Lowest	Arnold's First and Second Latin Book. Latin Grammar. Cornelius Nepos.	None.	None.	English Grammar and Composition. Reading, and Sullivan's Spelling-book superseded.	Arithmetic. Algebra. (first four rules.)	Outlines of Geography and General History.	None.	Writing. Drawing. Vocal Music.
Second	Latin Grammar and Exercises. Cæsar's Commentaries.	Arnold's First Greek Book	None.	Grammar (continued.) Etymology of Words and Versification. Art of Reading (National Series) and Sullivan's Dictionary of Derivations.	Practical Arithmetic. Algebra, (simple equations.)	Outlines of Ancient Geography. History of Rome. History of Great Britain and Ireland.	Elements of Natural History, as far as contained in the 3rd and 4th National Readers.	Writing. Drawing. Vocal Music.
Third	Ovid and Virgil. Latin Prosody and Exercises.	Greek Grammar and Exercises. Xenophon's Anabasis.	Elements of French Grammar, to end of irregular Verbs, with Exercises. Oral and Written Translations.	Elementary Principles of Rhetoric and Logic. Art of Reading and Fifth Book (National series.)	Commercial Arithemetic. Algebra, (quadratics.) Euclid, Lib. I. II.	Ancient Geography. Roman Antiquities. History of Greece.	Elements of Natural Philosophy and Geology, as contained in the 5th National Reader.	Drawing. Vocal Music.
Fourth	Virgil and Cicero. Exercises and Composition in Prose and Verse.	Homer's Iliad. Greek Testament. Lucian. Greek Prosody and Exercises.	Rules on the use of the Pronouns and Participles with Exercises. Oral and Written Translations.	Christian Morals and Evidences. Reading in Sullivan's Literary Class Book.	Algebra. Euclid, Lib. III. IV. definitions of Lib. V. and VI.	Ancient and Mediæval Geography. Grecian Antiquities. History of France. History of Canada.	Physiology, as contained in the 5th National Reader. Elements of Chemistry.	Drawing. Book Keeping. Vocal Music.
Fifth	Sallust and Horace. Composition in Prose and Verse. Previous subjects reviewed.	Homer's Odyssey. Greek Prosody. Previous subjects reviewed.	Syntax and Idioms. Composition. Oral and Written Translations. Voltaire, Histoire de Charles XII. (Surenne's.) Previous subjects reviewed.	Outlines of English Literature. Composition. Elements of Civil Polity, Political Economy, (Fifth Reader.) Previous subjects reviewed.	Elements of Plane Trigonometry. Mensuration and Surveying. Previous subjects reviewed.	Geography of the British Empire, including its Colonies. Previous subjects reviewed.	Previous subjects reviewed.	Drawing. Vocal Music.

Explanatory Memoranda to the foregoing Programme:—

1. Pupils preparing for the University, are *required* to study those subjects only which will qualify them for matriculation.*

2. Any pupil studying the English branches alone, may have an option as to the particular subject of his study; but he may not, without the special permission of the head master, select any subject not included amongst those prescribed for the class in which he has been placed on examination.

3. The pupils shall be arranged in classes, corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, and no faster.

4. Drawing includes linear, map, geometrical, and ornamental drawing.

5. Instruction shall be given to each pupil in penmanship, as long as the head master shall think it necessary.

6. It is recommended that the elements of vocal music shall form part of the course of instruction for all pupils capable of learning to sing.

[In respect to the course of studies and the order of subjects prescribed by these Regulations, it is important that the Board of Trustees and Head Master should exercise a philosophical as well as parental discretion in recommending or sanctioning the selection and pursuit of *optional* subjects by pupils. In preparing this Programme of Studies, it has been sought to keep the two following educational axioms in view:—First, "That a course of studies should be adapted to exercise and improve the various intellectual powers of children, according to

* The following are the "pass" subjects prescribed for those who are not candidates for Scholarships at Matriculation in the Faculty of Arts; Xenophon, Anabasis, B. I. Sallust, Catilina. Virgil, Æneid, B. II. Translation from English into Latin prose. Ordinary Rules of Arithmetic. Vulgar and Decimal Fractions. Extraction of Square Root. First four Rules of Algebra. [Colenso's Algebra.] Euclid B. I. [Colenso's Edition of Simson's.] English Grammar. Outlines of English History to present time [White's History of Great Britain and Ireland.] Outlines of Roman History to the death of Nero [Schmitz's Manual of Ancient History.] Outlines of Grecian History to the death of Alexander [Ditto.] Outlines of Ancient and Modern Geography. [Schmitz's Manual of Ancient Geography; Anderson's Modern Geography.] Candidates for Scholarships will be examined in the following additional subjects: Homer, Iliad, B. I. Homer, Odyssey, B. IX. Horace, Odes, B. I Ovid, Fasti, B. I. Translation from English into Latin verse. Algebra, Proportion and Progression. Simple and Quadratic Equations. Euclid, Bb. II. III. and IV. English Grammar and Composition. French Grammar. Voltaire, Histoire de Charles XII. English History under the Houses of Tudor and Stuart [W. D. Hamilton's Outlines.] Geography of the British Empire, including her Colonies [Anderson's Modern Geography.] The studies of the fifth year in the foregoing Programme in the Model and County Grammar Schools of Upper Canada, include the subjects appointed for the "honour" matriculation examination in Arts at the University of Toronto. For list of scholarships and subjects of examination for matriculation in other faculties and departments in the University, see page 108.

the natural order of their development." Secondly, "That the subjects of study should be so arranged that the knowledge of the first prepares the mind of the pupil for the acquisition of the second, the second for attaining the third, and so on in regard to all the subjects of the course." In the exercise of options in regard to one or more subjects of study, (as is allowed in the accompanying programme,) Trustees and Head Masters cannot too sedulously exert their influence upon parents and pupils to direct their preferences in harmony with the foregoing axioms and to that which is most practical and useful in ordinary life.

In giving practical effect to the accompanying Regulations and Programme of Studies, I beg to offer for the consideration of the Boards of Trustees and Head Masters, two or three remarks on the objects and methods of teaching, which I think should be insisted upon and pursued in every Grammar School. As the office of the Grammar School is that of a *preparatory* school to the University for one class of pupils, and that of a *finishing* school to another and larger class of pupils, *thoroughness* should characterize the teaching of all the subjects of the Course of Studies. *Every* pupil should be taught the language of his country,—should be able to read it with accuracy, intelligence and grace—should know the orthography and the meaning of its more difficult, as well as of its more easy words—should understand its grammatical structure, and should learn to use it with skill, and to appreciate its excellencies, by the practice of speaking it accurately in ordinary conversation, by frequent composition in writing, and by the critical reading and analysis of portions of the English Classic Authors, in both Prose and Poetry. The foundation of sound scholarship in *Foreign languages* can only be laid in an accurate knowledge of their grammatical forms and principles, their proper pronunciation, and a clear perception of their differences of structure and idiom from the English and from each other—objects which cannot be accomplished without the practice of oral and written exercises and compositions in the languages taught, as well as of accurate and free translations of their standard authors. In *Mathematics* the pupil should be familiar with the definitions, should perfectly understand the reason, as well as the practice, of each step of the process in the solution of every question, from simple cases in Arithmetic to the more difficult problems of Algebra and propositions of Geometry. In *teaching all the other subjects* of the course, there should be like accuracy and thoroughness. No pupil should be allowed to advance from one rule or subject to another in any of the branches taught, without a thorough knowledge of that which precedes it. The progress of the pupils should be judged, (and will be judged in practical life,) not by the number of pages of *books* they may have gone through, but by the nature and number of the *subjects* they have mastered; and the thorough teaching and study of a few subjects is better for the purposes of mental discipline, solid learning, and success in life, than the superficial teaching and study of many subjects.—*Extract from the Circular of the Chief Superintendent of Education to Boards of Grammar School Trustees, dated 17th February, 1855.*]

Section 4.—Opening and Closing Exercises of each Day.

The arrangements for the daily religious exercises of each grammar school shall be left to the judgment of the board of trustees.*

Section 5.—Duties of the Head Master and Teachers.

1. Each head master and teacher of a grammar school shall punctually observe the hours for opening and dismissing the school; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed each morning and evening, as stated in the preceding section: shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism, and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every head master shall keep the daily, weekly, and quarterly register of his school, according to the forms and instructions authorized by law. The head master of every senior county grammar school shall also make the observations and keep the Meteorological Journal required by the 16th section of the Grammar School Act, 16 Vic., chap 186; in addition to which, every head master shall keep, or cause to be kept, a class register, in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The head master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The head master shall practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases he shall keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when the said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the head master may suspend a pupil from attending the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the chairman of the board of trustees. But no boy shall be expelled without the authority of the board of trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the head master, with the approbation of the board of trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the

* The trustees can avail themselves of the recommendation on this subject, and the forms provided by the Council of Public Instruction for Upper Canada, in regard to Common Schools. See Common School Regulations, published in the Appendix to this Report.

head master his regret for such course of conduct, as openly and explicitly as the case may require, shall, with the approbation of the board and head master, be re-admitted to the school.

6. The trustees having made such provisions relative to the school-house and its appendages, as are required by the second clause of the eleventh section of the Grammar School Act, 16 Vict., chap 186, it shall be the duty of the head master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness, of the school-house. He shall also prescribe such rules for the use of the yard and outbuildings connected with the school-house as will ensure their being kept in a neat and proper condition, and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

Section 6.—Duties of Pupils.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the head master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness, or some pressing emergency; and then the head master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the head master, forfeits his standing in his class, and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school, by reason of his inability to obtain the necessary books or requisites, through the poverty of his parent or guardian, the board of trustees has power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the board of school trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

Section 7.—Terms, Vacations, Daily Exercises, and Holidays.*

1. There shall be four terms each year, to be designated the winter, spring, summer and autumn terms. The winter term shall begin the 7th January, and end the Tuesday next before Easter, the spring term shall begin the Wednesday after Easter and close the last Friday in June, the summer term shall begin the second Monday in August and end the Friday next before the 15th October; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd December.

2. The exercises of the day shall not commence later than nine o'clock a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any grammar school, at the option of the board of trustees.

3. Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half holidays. All days declared by law to be public holidays shall be holidays in each grammar school.

4. The public half-yearly examinations required to be held in each grammar school, by the fifth clause of the eleventh section of Act 16 Vict., cap. 186, shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

Approved by the Governor General in Council, as intimated to the Chief Superintendent of Education, on the 15th day of February, 1855.†

No. 2.—*Inspection of Grammar Schools.*

[Authorized by the second clause of the Grammar and Common Schools Improvement Act of 1855 (18 Vict., cap. 132) as follows: "2. A sum not exceeding two hundred and fifty pounds per annum, may be expended in

* 1. This regulation applies to union grammar and common schools, as the law provides for the union of common schools with grammar schools, not the union of the latter with the former. In all cases, therefore in which common schools are united with the grammar schools, the union schools are subjected to the regulations which are here prescribed in respect to grammar schools.

2. It should be observed that the several clauses of the *eleventh* section of the grammar school Act empower boards of trustees to prescribe any duties, or make any regulations, in connection with their respective schools, which are not provided for by, or are not inconsistent with the general regulations prescribed by the Council of Public Instruction, and approved by the Governor General in Council.

† See Note to page 120.

the payment of Inspectors of Grammar Schools, who shall be appointed, their duties prescribed, and their remuneration fixed by the Council of Public Instruction."]

Duties of Inspectors of Grammar Schools. (Prescribed by the Council of Public Instruction on the 22nd of June, 1855.)

It shall be the duty of the Inspectors of the Grammar Schools to visit each Grammar School in the course of the year, and to make inquiry and examination, in such manner as they shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:—

I. *Mechanical Arrangements.*—The tenure of the property; the materials, plan, and dimensions of the buildings; when erected, and with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the pupils; if there is a lobby, or closet, for hats, cloaks, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

II. *Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic, Geography, &c.; the apparatus provided, as maps, globes, black-boards, models, cabinets, library, &c.

III. *Organization.*—Arrangement of classes; whether each pupil is taught by the same teacher; if any assistant or assistants are employed; to what extent; how remunerated; how qualified.

IV. *Discipline.*—Hours of attendance; usual ages of pupils admitted; if the pupils change places in their several classes; or whether they are marked at each lesson or exercise, according to their relative merits; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct or on moral conduct only; what rewards, if any; whether corporal punishments are employed—if so, their nature, and whether inflicted publicly or privately; what other punishments are used; management in play hours; whether attendance is regular; what religious exercises are observed; and what religious instruction is given, if any.

V. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, their attainments, how appointed, how employed; if simultaneous, that is by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—

by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils.*—1. Reading; whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words. 2. Writing; whether they can write with ordinary correctness, or with ease and elegance. 3. Drawing—Linear, Ornamental, Architectural, Geometrical; whether taught, and in what manner. 4. Arithmetic; whether acquainted with the simple rules, and skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them. 5. Book-keeping. 6. English Grammar; whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English Classic authors, in both prose and poetry. 7. Geography and History; whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. Outlines of English Literature; how far taught, and in what manner. 9. The Languages—Latin, Greek and French; how many pupils in each of these languages; whether well grounded in an accurate knowledge of their grammatical forms and principles; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. Algebra and Geometry—how many pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. Elements of Natural Philosophy and Chemistry, as prescribed in the programme; whether taught; what apparatus for teaching them; how many pupils in each. 12. Vocal Music; whether taught, and in what manner.

VII. *Miscellaneous.*—How many pupils have been sent from the school to, and how many are preparing to matriculate in some University. 2. Whether a register and visitors' book is kept, as required by the regulations, and whether the Trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations; and whether the required public examinations have been held. 4. What prizes or other means are offered or employed to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of grammar schools generally.

VIII. *Inspectors of Grammar Schools in Upper Canada for* 1859:—The Rev. William Ormiston, M.A., and George R. R. Cockburn, Esq., M.A.

No. 3. Subjects of Examination of Candidates, (not being University Graduates) for Masterships of County Grammar Schools in Upper Canada.

Prescribed by the Council of Public Instruction for Upper Canada, as required by the following proviso to the second clause of the eleventh section of the Grammar School Amendment Act of 1853:

(1) "Provided always, that no person (except a graduate of some University) shall hereafter be appointed master of a Grammar School unless he shall have previously obtained a certificate of qualification from a Committee of Examiners (one of whom shall be the Head Master of the Normal School) appointed by the Council of Public Instruction." In terms of this Proviso it is—

(2) *Ordered*,—That candidates for Masterships of County Grammar Schools be examined as to their knowledge of, and ability to teach, the subjects, and books, or portions of books, in which the Senate of the University of Toronto requires candidates to be examined for honors and scholarships at matriculation in any College affiliated with that institution, as contemplated by the fifth section of the Grammar Schools Amendment Act, 16 Vict., chap. 186.* Which subjects of examination are as follows:

GREEK AND LATIN LANGUAGES.

Xenophon, Anabasis, B. I.
Homer, Iliad, B. I.
Homer, Odyssey, B. IX.
Ovid, Fasti, B. I.
Sallust, Catilina.
Horace, Odes, B. I.
Virgil, Æneid B. II.

Translation from English into Latin prose.
Translation from English into Latin verse.

MATHEMATICS.

Arithmetic.

Ordinary Rules of Arithmetic.
Vulgar and Decimal Fractions.
Extraction of the Square Root.

Algebra.

First Four Rules of Algebra.
Proportion and Progression.
Simple and Quadratic Equations (Colenso's Algebra.)

Geometry.

Euclid, Bb. I. II. III. and IV. (Colenso's Edition of Simson's.)

* The following is the fifth section of the Grammar School Act referred to: "And be it enacted, That in each County Grammar School, provision shall be made for giving instruction, by a teacher or teachers of competent ability and good morals, in all the higher branches of a practical English and Commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Latin and Greek languages and Mathematics, so far as to prepare students for University College, or any College affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council: Provided always, That no Grammar School shall be entitled to receive any part of the Grammar School Fund which shall not be conducted according to such programme, rules and regulations.

MODERN LANGUAGES.

English.

Grammar and Composition.

French.

Grammar. Voltaire, Histoire de Charles XII.

HISTORY AND GEOGRAPHY.

Outlines of Ancient and Modern Geography. (Schmitz's Manual of Ancient ɔography, and Anderson's Modern Geography.)

Outlines of Grecian History to the death of Alexander. (Schmitz's Manual Ancient History.)

Outlines of Roman History to the death of Nero. (Ditto.)

Geography of the British Empire, including her Colonies. (Anderson's ɔdern Geography)

English History under the Houses of Tudor and Stuart. (W. D. Hamilton's ıtlines.)

Outlines of English History to the present time. (White's History of Great itain and Ireland.)

ELEMENTS OF NATURAL PHILOSOPHY.

Mechanics.

Explain the composition and resolution of statical forces.

Describe the simple machines (mechanical powers.)

Define the Centre of Gravity.

Give the general laws of motion, and describe the chief experiments by which ɜy may be illustrated.

State the law of the motion of falling bodies.

Hydrostatics, Hydraulics and Pneumatics.

Explain the pressure of liquids and gases; its equal diffusion and variation ith the depth.

Define specific gravity, and show how the specific gravity of bodies may be certained.

Describe and explain the barometer,* the siphon, the common pump and ·cing-pump, and the air-pump.

* For the information of Grammar School Masters, it may be proper to state that the Director of the servatory, as Professor of Meteorology in University College, delivers an annual course of lectures on t science during Michaelmas Term. Instruction in regard to the care and management of the truments provided by the Educational Department for the Meteorological Grammar School stations, l be given to Grammar School Masters, by one of the officers of the Department, upon application ·ing office hours.

Acoustics.

Describe the nature of sound.

Optics.

State the laws of reflection and refraction.

Explain the formation of images by simple lenses.

Astronomy.

Motion of the Earth round its axis and round the Sun; with applications of these motions to explain the apparent movements of the Sun and Stars, the length of days, and the change of seasons—explanation of Eclipses and the Moon's Phases.

ELEMENTS OF CHEMISTRY.

Properties of matter, aggregation, crystallization, chemical affinity, definite equivalents.

Combustion, flame; nature of ordinary fuel; chief results of combustion—*i. e.*, the bodies produced.

Heat; natural and artificial sources; its effects. Expansion; solids, liquids, gases. Thermometer;* conduction, radiation, capacity, change of form; liquefaction; steam.

The atmosphere; its general nature and condition; its component parts.* Oxygen and nitrogen; their properties. Water and carbonic acid. Proportions of these substances in the air.

Chlorine and iodine, as compared with oxygen.

Water; its general relation to the atmosphere and earth; its natural state and degree of purity. Sea water, river water, spring water, rain water. Pure water; effects of heat and cold on it; its compound nature; its elements.

Hydrogen; its proportion in water; its chemical and physical properties.

Sulphur, phosphorus, and carbon generally.

Nitric acid, sulphuric acid, carbonic acid, hydrochloric acid; their properties and uses.

Alkalies, earth, oxides generally.

Salts: their nature generally. Sulphates, nitrates, carbonates.

Metals generally—iron, copper, lead, tin, zinc, gold, silver, platinum, mercury.

The chief proximate elements of vegetable and animal bodies; their ultimate composition.

* See Note on preceding page.

(3) *Committee of Examiners for* 1859 :—Thomas J. Robertson, Esq., M. A., Chairman; Rev. William Ormiston, M.A.; George R. R. Cockburn, Esq., M.A.

(4) The Committee of Examiners appointed by the Council meets in the Normal School building on the first Monday of January, April, July, and October in each year. Candidates are required to send in their names to the Chairman of the Committee one week previous to the day of examination.

Appendix D.

THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

No. 1.—*Establishment of the Normal and Model Schools.*

The establishment of a Normal School for the training of teachers, as a necessary part of a National System of Education, engaged attention in Upper Canada in 1836. But no detailed plan by which that object could be accomplished was recommended to the Legislature until the presentation, in 1846, of a *Report on a System of Public Elementary Instruction for Upper Canada*, by the Chief Superintendent of Education. Practical effect was immediately given to those recommendations by the passing of a School Law—embodying the general features of the system detailed in that Report—appropriating $6.000 for furnishing suitable buildings, and an annual grant of $6,000 for the support of the Normal School, and placing it under the management of a Board of Education and the Chief Superintendent of Education.

The first attention of the Board, on its appointment in July, 1846, was directed to procuring suitable premises for the Institution; and application was made to the government for permission to occupy the Government House of the late Province of Upper Canada, at Toronto, until proper buildings could be erected. The application was granted; and after the necessary arrangements had been completed, the Normal School for Upper Canada was opened on the 1st November, 1847, in the presence of a large number of gentlemen from different parts of the Province.

The removal of the Seat of Government from Montreal to Toronto, in 1849, in consequence of the burning of the Parliament House on the passing of the "Rebellion Losses Bill," necessitated the removal of the Normal School to some other premises, and the adoption of measures for the immediate erection of buildings for the Institution. Accordingly the Legislature at its session in 1850 appropriated $60,000 for the purchase of a site and erection of buildings, and an additional $40,000 in 1852—making in all $100,000. The corner stone of the new buildings was laid on the 2nd July, 1851, by His Excellency the Earl of

Elgin and Kincardine, K.T., Governor General, in the presence of the members of the Legislature and the citizens of Toronto, and the premises were formally opened by a public meeting in the theatre of the Institution on the 24th November, 1852. On the 15th of May, 1858, the Normal School was removed into the new building on Gerrard Street, which has been erected at the rear of the main building for a Model Grammar and Normal School, and the old apartments were applied to the purposes of an Educational Museum and a projected School of Art and Design for Upper Canada.

The Institution consists of a Normal School and two Model Schools; the former, the school of instruction by lecture; the latter, the school of instruction by practice. The students in the former are teachers-in-training, whose ages vary from 16 or 18 to 30, while the pupils in the latter are children between the ages of 5 and 18 or 20 years. In the Normal School, the teachers-in-training are instructed in the principles of education and the best methods of communicating knowledge to the youth placed under their care—are "taught how to teach;" in the Model Schools they are taught to give practical effect to those instructions, under the direction of teachers previously trained in the Normal School. The Model Schools, for boys and girls, are designed, by both the system of instruction pursued and general arrangements, to be the *model* for all the public schools of the Province.*

* These Schools are limited to 150 pupils each. The fee for admission is twenty cents per pupil, payable every Monday morning. These fees are handed into the Department every Tuesday morning according to the following form of

Weekly Report of Fees from the Boys' (or Girls) Model School.

STATEMENT OF FEES received from the Boys (or Girls) attending the Model School, for the week ending on the day of 185 .

Number of Boys (or Girls) on the Roll .....
Number in actual attendance, and from whom Fees are received for the week at 20 cts.
Number of last week's absentees from whom Fees are now received..... at 20 cts.

Total ..... at 20 cts. $

These fees are handed in in the following sums, viz.:

	$	cts.	
.....Dollar Bills			
.....25 cent pieces..... × 25 =			
.....12½ " " ..... × 12½ =			
.....10 " " ..... × 10 =			
..... 5 " " ..... × 5 =			
.....Other Coins.....			
.....Copper "			Total.....$

EDUCATION OFFICE,

Toronto , 185 .

Certified

Receiver of Fees.

Certified

Master of the Boys' Model School, or Mistress of the Girls' Model School.

The general management of the Institution is intrusted to the Council of ublic Instruction appointed by the Crown, and its governmental superintendence, gether with the executive management of the Grammar and Common Schools Upper Canada, to the Chief Superintendent of Education.

No. 2.—Revised Terms of Admission into the Normal School, Toronto.

(Adopted by the Council of Public Instruction for Upper Canada, on the th day of August, 1858.)

The Council of Public Instruction, anxious to adopt such measures as appear st calculated to render the training of the Normal School as thorough as possi-e, and to diffuse its advantages over every county in Upper Canada as equally d as widely as possible, adopts the following regulations in regard to the dura-n of the future Sessions of the Normal School, and the mode and terms of mitting and facilitating the attendance of students at that Institution.

Ordered, 1. That the semi-annual Sessions of the Normal School shall be ld as follows: (1) The Winter Session shall commence on the 8th day of nuary and close on the 22nd day of June. (2) The Autumn Session shall mmence on the 8th day of August and close on the 22nd day of December of ch year; (and if those fall upon Sunday, the day following,) each Session to concluded by an examination conducted by means of written questions and swers, and followed by a vacation as prescribed.

2. That no male student shall be admitted under eighteen years of age, nor female student under the age of sixteen years. (1) Those admitted must pro-ce certificates of good moral character, dated within at least three months of eir presentation, and signed by the clergyman or minister of the religious per-asion with which they are connected. (2) They must be able, for entrance into e Junior Division, to read with ease and fluency; parse any common prose ntence, according to any recognized authority; write legibly, readily and cor-ctly; give the definitions of Geography; have a general knowledge of the rela-ve positions of the principal countries, with their capitals; the oceans, seas, vers, and islands of the world; be acquainted with the fundamental rules of ithmetic, common or vulgar fractions, and simple proportion. (3) They must gn a declaration of their intention to devote themselves to the profession of hool-teaching, and state that their object in coming to the Normal School is to alify themselves better for the important duties of that profession.*

3. That upon these conditions, candidates for school-teaching shall be admit-d to the advantages of the Institution without any charge, either for tuition, the se of the Library, or for the books which they may be required to use in the chool.

* The form of application containing this declaration will be found on the next page.

4. That the Teachers in-training shall board and lodge in the city, in such houses and under such regulations* as are approved of by the Council of Public Instruction.

5. That a sum at the rate of one dollar per week, (payable at the end of the Session) shall be allowed to each Teacher in-training, who, at the end of the *first or second Session*, shall be entitled to either a first or second class Provincial Certificate; but no Teacher in-training shall be entitled to receive aid for a period exceeding two Sessions, nor unless a higher class (*not grade*) of Provincial certificate be obtained.

6. That all candidates for admission into the Normal School must present themselves during the *first week* of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress, and observance of the General Regulations prescribed by this Council.

7. That all communications be addressed to the Reverend Dr. Ryerson, Chief Superintendent of Education, Toronto.

By order of the Council of Public Instruction for Upper Canada.

No. 3. *Form of Application for Admission to the Normal School, Toronto.*

REGISTER, No. OF THE SESSION 18 .

Toronto, 18 .
DATE.

SIR,

I wish respectfully to apply to you for admission to the Normal School for Upper Canada, in accordance with the accompanying Terms of Admission prescribed by the Council of Public Instruction, and to present herewith a certificate of Moral Character, from the Reverend a Clergyman of the Church, dated the day of , 18 .

I have to state that:—1. I am years of age.

2. I reside in the of County of .

3. I was born in .

4. I have resided years in Upper Canada.

5. I am connected as a member or hearer with the Church.

6. I have been a School Teacher for years.

7. I hold a class Certificate of Qualification from the County Board of Public Instruction for .

* These Regulations and the form of application for boarding house keepers will be found on the following pages:

8. My last place of teaching was in School Section No. , Township of .

9. I attended the Normal School during the Session, ending 18 , and obtained a class Provincial Certificate, No. .

I have also to state that it is my intention to devote myself to the profession of School Teaching, and that my object in coming to the Normal School is to qualify myself better for the important duties of that profession.

If admitted to the Normal School, it will be my study to observe the Rules and Regulations of the Institution,—to be diligent in the performance of my duties,—and, at the end of the Session, to return each of the books granted for my use during the Session. Should I leave the Normal School before the expiration of the Session, I hereby engage to return these books in good order.

I have the honor to be,
Sir,
Your very obedient servant,

SIGN THE NAME IN FULL HERE.

To the Chief Superintendent of Education,
Education Office,
Toronto.

☞ The applicant will be very particular to fill up *all* the blanks in this application, either affirmatively or negatively; but not to fill up the blanks on the back of the sheet, nor make any entries thereon. The application is to be presented in person at the opening of the Session.

The applicant having presented his form of application and certificate of character in the Educational Department is transferred to the Masters for examination with the following.

No. 4.—*Form of authority for the Masters of the Normal School to admit applicants for admission to examination.*

Register, No. of Session.

EDUCATION OFFICE,

SIR, Toronto, 185 .

The Certificate of Moral Character presented by a candidate for admission to the Normal School for Upper Canada, having been approved of by me, he [*or she*] is eligible to be admitted into that institution upon passing the requisite examination by the Masters.

AGE.	COUNTY, CITY, OR TOWN.	RELIGIOUS PERSUASION.	CERTIFICATE OF MORAL CHARACTER SIGNED BY THE REVEREND

I have the honor to be,
Sir,
Your obedient servant,
(Signed,) E. RYERSON,
Chief Superintendent.

To the Head Master of
The Normal School for Upper Canada.

No. 5.—*Form of Application for License as Keeper of a Boarding House, for Teachers-in-training, attending the Normal School, Toronto, with Extracts from the General Regulations.*

The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before *Half-past Nine o'clock*, P. M., and to attend their respective places of worship with strict regularity. Any impropriеties of conduct will be brought under the special notice of the Chief Superintendent of Education.

The teachers-in-training are not permitted to board and lodge in any house which has not been sanctioned by the Council of Public Instruction. Female students cannot, however, board in any house in which other than female boarders are admitted.

The Council will not be responsible to the Keeper of any boarding house for board and lodging furnished to the students.

Copy of Minute of the Council of Public Instruction, passed 26th Nov. 1857.

Ordered,—That in future no boarding house keeper be licensed unless one bed-room be allowed exclusively to two students in the house. This regulation to take effect in respect to all applicants, and to those now licensed, at the commencement of next session (May, 1858.)

TORONTO, 185 .

SIR,—I respectfully apply to be licensed as the keeper of a boarding house for (male or female) students attending the Normal School:

1. My house is situated on street, No. .
2. My certificate of character is signed by Rev. .
3. I propose to accommodate [*state number*] students.
4. My house contains rooms of all kinds, of which rooms are occupied exclusively by my family, and rooms appropriated to the use of the arders, in terms of the above Minute.
5. The size of each bed-room occupied by the boarders is as follows .
6. Each bed-room contains bed , as above.
7. My price for board is $ per week.

I hereby agree to attend carefully to such Rules of the Institution as may be nctioned by the Council of Public Instruction for the government of the students.

I am, Sir,
Your very obedient servant,

_____

) the Chief Superintendent of Education,
Education Office, Toronto.

---

o. 6.—*Form of Requisition for Books, Stationery, or any other article required in the Normal and Model Schools.*

NORMAL [MODEL, OR MODEL GRAMMAR] SCHOOL FOR UPPER CANADA,

Toronto, 18 .

R,
The following are required for the School:—

_____

_____

_____

I have the honour to be, Sir,
Your very obedient Servant,

) the
Chief Superintendent of Education,
Education Office, Toronto.

_____
(*Signed by one of the Masters, Rector, &c.*)

pproved, E. R.]

NOTE.—The foregoing Requisition extends to everything involving an expenditure of money, and quires the formal approval of the Chief Superintendent before being complied with.

No. 7. Programme of the Entrance Examination and Course of Study in the Normal School for Upper Canada. (Approved by the Council of Public Instruction on the 24th day of August, 1858):

Subjects.	For Entrance into Junior Division.	For Second Class Certificate in Junior Division or for Entrance into Senior Division.	For Ordinary First Class Certificate in Senior Division.
ENGLISH	Read with ease and fluency. Parse a common prose sentence according to any recognized authority.	Read prose with correct emphasis, intelligence, and inflexion of voice. Rules of Spelling (spelling-book superseded). General principles of the philosophy of Grammar. Analyse and parse any prose sentence. Principal Greek and Latin Roots, Prefixes and Affixes. Prose Composition on any simple subject with correct punctuation, &c.	Read Poetry and Oratorical Addresses with fluency and expression—Principles of Reading—Science of Language—General Grammar—Analysis and Parsing of Sentences in Prose and Verse—Changes of construction. Structure of Propositions and Sentences. Etymology — Changes effected in Roots. Correct letter-writing, as regards composition and mechanical arrangement. Composition on any given subject. History of the Origin and Literature of the English Language.
WRITING	Write legibly, readily and correctly.	To write a bold rapid running hand.	
GEOGRAPHY.	The definitions—General knowledge of the relative positions of the principal countries, with their capitals—the oceans, seas, rivers, and islands of the world.	The relative positions of all the countries of the world, with their principal cities and physical features; the Islands; Hodgins' Geography of Canada; Mathematical and Physical Geography, as taught in Sullivan's "Geography Generalized."	Use of the Globes (Keith)—Geography of England, Ireland, Scotland, and the United States—British Colonies (Hodgins) — Rudiments of Physical Geography—(Somerville)—Structure of the Crust of the Earth.
HISTORY	None	General History of the World, from the Creation to the present time, as sketched in 5th book of lessons. Chronological Chart.	Histories of England and Canada. Philosophy of History.
EDUCATION AND THE ART OF TEACHING.....	None	The general principles of the science of Education—General plan of School organization—Practice of teaching as exemplified in *Junior* divisions of the Model School.	The Science of Education applied to the teaching of Common Schools—Methods of teaching the different branches — Practice thereof with *senior* division, Model School—Organization of Central Schools—Dimensions and structure of School houses—Furniture and Apparatus.
*MUSIC	None	Hullah's System.	Hullah's System.
DRAWING ...	None	None	Facility in making perspective outline sketches of common objects.
BOOK-KEEPING	None	The Rudiments.	Single and Double Entry.

* Not required of those who are naturally disqualified.

No. 7. Programme of Entrance Examination, &c.—(Continued.)

UBJECTS.	FOR ENTRANCE INTO JUNIOR DIVISION.	FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION, OR FOR ENTRANCE TO SENIOR DIVISION.	FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION.
THMETIC ND MEN- URATION.	Fundamental Rules, Vulgar Fractions, and Simple Proportion.	Notation, Numeration, Fundamental Rules in different scales of Notation, Greatest Common Measure, Least Common Multiple, Prime Numbers, Fractions (Vulgar and Decimal), Proportion (Simple and Compound), Practice, Percentage (including Simple Interest, Insurance, Brokerage, &c.,) Square and Cube Roots, Mensuration of Surfaces, and Mental-Arithmetic.	Review pass subjects of Junior Division—Discount, Fellowship, Barter, Equation of Payments, Profit and Loss, Alligation, Compound Interest, Annuities, Position, Progression, Logarithms and Applications, Intellectual Arithmetic, Mensuration of Surfaces and Solids.
EBRA....	None.....	Definitions, Addition, Subtraction, Multiplication and Division. Use of Brackets, Decomposition of Trinomials, Resolution into Factors, Involution. Square of Multinomials, Expansion of $(a \pm b)^n$, Evolution, Greatest Common Measure, Least Common Multiple, Fractions, Interpretation of Symbols $\frac{0}{0}, \frac{a}{0}, \infty$, and —, Simple Equations,	Review pass subjects of Junior Division — Indices, Surds, Quadratic Equations, Indeterminate Equations, Arithmetical, Geometrical and Harmonical Progression, Ratio, Proportion, Variation, Permutations, Combinations, Binomial Theorem, Notation, Decimals, Interest, &c., Properties of Numbers, Continued Fractions, Exponential Theorem, Logarithms, Algebraic Series, Cubic and Biquadratic Equations.
LID	None.....	Books I and II with Exercises (Potts).....	Books III, IV, VI and Definitions o Book V. Exercises on Six Books (Potts.)
ATURAL LOSOPHY	None.....	Properties of Matter, Statics, Hydrostatics, Dynamics, and Hydrodynamics, Human Physiology.	Heat, Light, Electricity, Galvanism, Magnetism, Optics and Acoustics, Vegetable Physiology, General View of Geology.
MISTRY .	None.....	None.....	Constitution of Matter, Chemical Nomenclature. Symbols, Laws of Combination, Chemical Affinity, Crystallization, Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Calcium, Aluminum, Silicon, Potassium, Sodium, Iodine, Manganese, Magnesium, Iron, Lead, Fluorine and their principal compounds, Nature of Soils, of Organic Bodies, Germination of the Seed, Development of the Plant, Source of Carbon, Hydrogen and Nitrogen, &c., in Plants, Products of Vegetable growth, Woody Fibre, Gum, Starch, Sugar, Gluten, &c., Cultivation of Plants, Composition and Formation of Soils, Mineral Constituents of Plants, Action of Manures, &c.

No. 8. Additional qualifications for Honor First Class Provincial Certificates.

I. Each candidate to have held an Ordinary First Class Provincial Certificate for one year.

II. To give evidence of having been a successful Teacher.

III. To stand an examination in the following subjects in addition to those necessary for an Ordinary First Class Certificate, viz:—

1. English History and Literature.
2. Canadian Geography and History.
3. Outlines of Ancient and Modern Geography and History.
4. Latin Grammar and Books IV, V, and VI of Cæsar's Commentaries.
5. Outlines of Geology and Astronomy.

III. (*Continued.*)

6. Science of Teaching, School Organisation, Management, &c.
7. Logic and Mental and Moral Philosophy (Whately & Stewart.)
8. Algebra—General Theory of Equations Imaginary Quantities (Colenso.)
9. Euclid—Books XI and XII (Colenso's, Simson's.)
10. Trigonometry, as far as solution of Plane Triangles (Colenso.)
11. Inorganic Chemistry (Gregory's Handbook.)
12. The principles of Book-keeping, Music and Drawing.

No. 9.—Requisition for Text Books.

After examination and admission, the following requisition is made upon the Department for a set of Text Books for the gratuitous use of the Student while in training :—

NORMAL SCHOOL FOR UPPER CANADA,
TORONTO, 185

Register, No. of Session.

SIR,—Please allow a Teacher-in-training in the Normal School, to have the use of one of each of the following Text Books, &c., while attending the Institution during the present Session :

National First Book of Lessons, 8 cts.
National Second Book of Lessons, 10 cts.
National Third Book of Lessons, 20 cts.
National Fourth Book of Lessons, 20 cts.
National Fifth Book of Lessons, 25 cts.
Sullivan's Spelling Book Superseded, 25 cts.
National English Grammar, 10 cts.
National Art of Reading, 20 cts.
Hodgins' Geography and History of Canada and the other British Colonies, 50 cts.
Sullivan's Geography generalized, 50 cts.
Somerville's Physical Geography, $1.05.
National Arithmetic in Theory and Practice, 30 cts.
National Book-Keeping, 14 cts.
National Mensuration, 20 cts.
Potts' Euclid, 75 cts., or Colenso's, $1.12.
Colenso's Algebra, (Part 1.) or Loomis' 88 cts.
Tomlinson's Rudimentary Mechanics, 27 cts.
Fownes' Rudimentary Chemistry, 27 cts.
Hullah's Manual of Music, $1.05.
Art Examples (Dept. Science and Art, $1.25.
A Slate, 16 cts.
Two Note Books, } *Not to be returned.*
A Writing Book, }

I have the honour to be, Sir,
Your very obedient servant,

Head Master, N. S.

To the Chief Superintendent of Education,
Education Office, Toronto.

On receipt of these Books, the Student signs the following acknowledgment:

Received the within Books in good order, and I hereby agree to return them in like good order, allowing for reasonable wear, or pay for any not returned, at the prices named.

Student-Teacher.

o. 10.—*Provincial Certificates granted by the Chief Superintendent of Education.*

The Chief Superintendent of Education, on the recommendation of the mas-rs of the Normal School, and under the authority of the following section of the pper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted e undermentioned Students of the Normal School, Provincial certificates of ualification as Common School teachers in any part of Upper Canada:—

"XLIV. And be it enacted, That it may and shall be lawful for the Chief uperintendent of Schools, on the recommendation of the Teachers in the Normal chool, to give to any teacher of Common Schools a certificate of qualification, hich shall be valid in any part of Upper Canada, until revoked according to w: Provided always, that no such certificate shall be given to any person who all not have been a student in the Normal School."

The certificates are divided into classes, in accordance with the general pro-amme according to which all teachers in Upper Canada are required to be exa-ined and classified, and are valid until revoked or until the expiration of the ne mentioned in the certificate according to the following form:

GRADE (A, B, or C.) OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification, Normal School for Upper Canada.

This is to Certify, That having ended the Normal School during the Session, 18 , and having been carefully examined in the veral branches named in the margin,* is hereby re-mmended to the Chief Superintendent of Education, eligible to receive a First [or Second] Class Certifi-te of Qualification, as a Common School Teacher in pper Canada, according to the "Programme of the amination and Classification of Common School achers" revised by the Council of Public Instruction, the 17th day of December, 1858.

STANDING IN THE DIFFERENT BRANCHES.—Number One being the highest.
Spelling
Reading
Grammar
Composition
English Literature
History
Geography
Education
Writing
Drawing
Music
Book Keeping
Arithmetic
Algebra
Geometry
Mensuration
Natural Philosophy
Chemical Physics
Chemistry
Aptitude to teach
Conduct

_____
Head Master.

_____
Second Master.

[L. S.]

In accordance with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education, by the forty-fourth section of the Upper Canada School Act of 1850, (13th and 14th Victoria, chapter 48).

* A bound copy of the entrance and examination papers of each session is furnished to each unty Board of Public Instruction for Upper Canada.

No. 8. Additional qualifications for Honor First Class Provincial Certificates.

I. Each candidate to have held an Ordinary First Class Provincial Certificate for one year.

II. To give evidence of having been a successful Teacher.

III. To stand an examination in the following subjects in addition to those necessary for an Ordinary First Class Certificate, viz:—

1. English History and Literature.
2. Canadian Geography and History.
3. Outlines of Ancient and Modern Geography and History.
4. Latin Grammar and Books IV, V, and VI of Cæsar's Commentaries.
5. Outlines of Geology and Astronomy.

III. (*Continued.*)

6. Science of Teaching, School Organisation, Management, &c.
7. Logic and Mental and Moral Philosophy (Whately & Stewart.)
8. Algebra—General Theory of Equations Imaginary Quantities (Colenso.)
9. Euclid—Books XI and XII (Colenso's, Simson's.)
10. Trigonometry, as far as solution of Plane Triangles (Colenso.)
11. Inorganic Chemistry (Gregory's Handbook.)
12. The principles of Book-keeping, Music and Drawing.

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TORONTO, 185

Register, No. of Session.

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National Third Book of Lessons, 20 cts.
National Fourth Book of Lessons, 20 cts.
National Fifth Book of Lessons, 25 cts.
Sullivan's Spelling Book Superseded, 25 cts.
National English Grammar, 10 cts.
National Art of Reading, 20 cts.
Hodgins' Geography and History of Canada and the other British Colonies, 50 cts.
Sullivan's Geography generalized, 50 cts.
Somerville's Physical Geography, $1.05.
National Arithmetic in Theory and Practice, 30 cts.
National Book-Keeping, 14 cts.
National Mensuration, 20 cts.
Potts' Euclid, 75 cts., or Colenso's, $1.12.
Colenso's Algebra, (Part 1.) or Loomis' 86 cts.
Tomlinson's Rudimentary Mechanics, 27 cts.
Fownes' Rudimentary Chemistry, 27 cts.
Hullah's Manual of Music, $1.05.
Art Examples (Dept. Science and Art, $1.25.
A Slate, 16 cts.
Two Note Books, } *Not to be returned.*
A Writing Book, }

I have the honour to be, Sir,
Your very obedient servant,

Head Master, N. S.

To the Chief Superintendent of Education,
Education Office, Toronto.

On receipt of these Books, the Student signs the following acknowledgment:

Received the within Books in good order, and I hereby agree to return them in like good order, allowing for reasonable wear, or pay for any not returned, at the prices named.

Student-Teacher.

o. 10.—*Provincial Certificates granted by the Chief Superintendent of Education.*

The Chief Superintendent of Education, on the recommendation of the masrs of the Normal School, and under the authority of the following section of the pper Canada School Act of 1850, 13th and 14th Vict., chap. 48, has granted e undermentioned Students of the Normal School, Provincial certificates of ualification as Common School teachers in any part of Upper Canada:—

"XLIV. And be it enacted, That it may and shall be lawful for the Chief uperintendent of Schools, on the recommendation of the Teachers in the Normal chool, to give to any teacher of Common Schools a certificate of qualification, hich shall be valid in any part of Upper Canada, until revoked according to w: Provided always, that no such certificate shall be given to any person who all not have been a student in the Normal School."

The certificates are divided into classes, in accordance with the general proamme according to which all teachers in Upper Canada are required to be exained and classified, and are valid until revoked or until the expiration of the me mentioned in the certificate according to the following form:

GRADE (A, B, or C.) OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification, Normal School for Upper Canada.

This is to Certify, That having ended the Normal School during the Session, 18 , and having been carefully examined in the veral branches named in the margin,* is hereby recommended to the Chief Superintendent of Education, eligible to receive a First [or Second] Class Certificate of Qualification, as a Common School Teacher in pper Canada, according to the "Programme of the amination and Classification of Common School achers" revised by the Council of Public Instruction, the 17th day of December, 1858.

Head Master.

Second Master.

In accordance with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education, by the forty-fourth section of the Upper Canada School Act of 1850, (13th and 14th Victoria, chapter 48).

[L. S.]

STANDING IN THE DIFFERENT BRANCHES.—Number One being the highest.	
Spelling	
Reading	
Grammar	
Composition	
English Literature	
History	
Geography	
Education	
Writing	
Drawing	
Music	
Book Keeping	
Arithmetic	
Algebra	
Geometry	
Mensuration	
Natural Philosophy	
Chemical Physics	
Chemistry	
Aptitude to teach	
Conduct	

* A bound copy of the entrance and examination papers of each session is furnished to each unty Board of Public Instruction for Upper Canada.

I do hereby grant to a First [or Second] Class Certificate of Qualification as a Common School Teacher, of the grade and standing above indicated, which certificate shall be valid in any part of Upper Canada, until revoked by this Department, [or for one year, as in the case of Second Class Certificates, Grade C].

Dated at the Education Office, Toronto, this [twenty-second day of June, one thousand eight hundred and fifty-nine].

Chief Superintendent of Education for U. C.

Recorded in Certificate Register A of the Department, Number .

Registrar.

Each certificate is numbered and recorded in the register of the Department in the following order:

Twenty-first Session,—Dated 22nd June, 1859.*

MALES.

First Class.—Grade A.

878 Blaicher, Peter Campbell (205)†
879 Campbell, Alexander.
880 Edmison, Alexander Bickerton.
881 Sullivan, Dion Cornelius.

First Class.—Grade B.

882 Buchanan, John Calder.
883 Dow, John.
884 Matthews, Wm. Loader (807.)
885 Mickleborough, John.
886 Preston, David Hiram (634.)
887 Sarvis, George Chowan (548.)
888 Saunders, James.
889 Taaker, James.
890 Topping, William.

First Class.—Grade C.

891 Frood, Thomas.
892 Galloway, William (791.)
893 Shaw, Alexander.

Second Class.—Grade A.

894 Cann, Samuel Bracheton (815.)
895 McArthur, John.
896 McClure, Robert.
897 O'Brien, Patrick.
898 Shirreff, Benjamin (887.)
899 McDiarmid, Donald.
900 Miller, Arnoldus.
901 Peters, George.
902 Smith, William Wakefield.
903 White, William Henry.

Second Class.—Grade B.

904 Armitage, John Robinson.
905 Beckstedt Joseph M.

Second Class.—(*Continued.*)

906 Boyes, James Stephen.
907 Buchanan, Robert.
908 Hodgins, Thomas (817.)
909 Johnston, Robert.
910 Kidd, William.
911 Kitchen, Edward.
912 Leitch, Alexander.
913 Livingston, Lewis.
914 McLellan, Archibald.
915 Moore, James Samuel.
916 Neelands, Joseph.
917 Robertson, John Pushman.
918 Smith, Francis.
919 Willson, Benjamin Franklin.
920 Atkinson, Edward Lewis.

Second Class.—Grade C.

(Expire one year from date.)

921 Carrie, James.
922 Howell, Lewis.
923 Little, Archibald.
924 McDonald, Alexander.
925 Sinclair, John.
926 Wark, Alexander.

FEMALES.

First Class.—Grade B.

927 Banan, Ellen Olivia (648.)
928 Holmes, Emma Elizabeth (839)
929 Kennedy, Jessie Alison.
930 Robinson, Mary Ann.

First Class.—Grade C.

931 Hay, Eliza Augusta.
932 Magee, Phebe Sumner.
933 Smith, Mary Catherine.

First Class.—(*Continued.*)

934 Wright, Eliza Jane (685.)

Second Class.—Grade A.

935 Adams, Martha.
936 Cowan, Sarah.
937 Hamilton, Susie (851.)
938 Hamilton, Sarah Maria (755.)
939 Lloyd, Charlotte (871.)
941 Porter, Agnes (846.)
942 Rose, Mary Jane.
943 Smith, Rachel Ann.
644 Winlaw, Isabella.
945 Wright, Fanny Mary.

Second Class.—Grade B.

940 McCorkindale, Margaret.
946 Kellock, Agnes (756.)
947 Hornell, Mary.
948 McCarthy, Mary Ann.
949 McKay, Elizabeth.

Second Class.—Grade C.

(Expire one year from date.)

950 Armstrong, Mary.
951 Atkin, Ellen.
952 Beam, Rebekah Ann.
953 Cowan, Elizabeth.
954 Fenney, Jane Parker.
955 Flood, Louise.
956 Fraser, Mary Ann.
957 Garden, Mary Louisa.
958 Gordon, Eliza.
957 Irwin, Margaret.
960 McPhail, Margaret.
961 Sharp, Sarah Ann.
962 Umney, Lilly.

* For list of Certificates of previous Sessions see page 333 of Report for 1857.

† The figures in brackets indicate the number of the Certificate of a lower grade obtained in a previous Session.

Total number of certificates granted		962
Expired	59	
Obtained Second Certificates in same class.....	34	
Obtained higher Certificates	96	
		189
Total Certificates valid at this date....		773

(Certified,) ALEXANDER MARLING,
Registrar.

Education Office,
June, 1859.

Appendix E.

THE COMMON SCHOOLS FOR UPPER CANADA.

No. 1.—General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada.

Adopted after mature consideration by the Council of Public Instruction as authorized by the fourth clause of the Thirty-eighth Section of the Upper Canada School Act of 1850 (13th & 14th Vict., ch. 48.)

Section 1.—HOURS OF DAILY TEACHING, HOLIDAYS AND VACATIONS.*

(1) The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

(2) Every alternate Saturday shall be a holiday in each school.

(3) There shall be three vacations during each year; the first, eight days, at Easter; the second, the first two weeks in August; the third, eight days, at Christmas.

(4) All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations. See note* below.

---

* The number of teaching days in each month, omitting the allowed holidays and vacations, is as follows:

(First half of the year.)		*(Second half of the year.)*	
January	25	July	24
February	22	August	14
March, April } As Easter is changeable, these will vary	16, 24	September	23
		October	24
May	25	November	22
June	23	December	17
Total	135	Total	126

(5) Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools, for which see Manual.

Section 2.—Religious and Moral Instruction.

Minutes adopted by the Council of Public Instruction, 3rd October, 1850.

As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The Common School Act of 1850, fourteenth section, securing individual rights, as well as recognizing Christianity, provides, "That in any model or common school established under this act, no child shall be required to read or study in or from any religious books, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians; Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law."

In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions within which it is to be given are stated, and the exclusive right of each parent and guardian on the subject is secured.

The Common School being a *day* and not a *boarding* school, rules arising from domestic relations and duties are not required, and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

Section 3.—Opening and Closing Exercises of Each Day.

Minute adopted by the Council of Public Instruction, 13th February, 1855.

The following regulations in regard to the opening and closing exercises of the day, apply to all Common Schools in Upper Canada:—

With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each Common School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer alone, or Forms of Prayer provided, may be used, or any other prayer preferred by the Trustees and Master of each school. But the Lord's Prayer should form a part of the opening exercises, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Master of the school.

Forms of Prayer.

Before entering upon the business of the day.

Let us Pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast fely brought us to the beginning of this day, defend us in the same by Thy ighty power; and grant that this day we fall into no sin, neither run into any nd of danger, but that all our doings may be ordered by Thy governance, to do ways that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all isdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, d grant, that whilst with all diligence and sincerity we apply ourselves to the tainment of human knowledge, we fail not constantly to strive after that isdom which maketh wise unto salvation; that so, through Thy mercy, we ay daily be advanced both in learning and godliness, to the honour and praise Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy name, Thy kingdom me, Thy will be done in earth as it is in Heaven; Give us this day our daily ead; And forgive us our trespasses, as we forgive them that trespass against ; And lead us not into temptation, but deliver us from evil; For Thine is the ngdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellow- ip of the Holy Ghost, be with us all evermore. *Amen.*

At the close of the business of the day.

Let us Pray.

Most merciful God, we yield Thee our humble and hearty thanks for Thy atherly care and preservation of us this day, and for the progress which Thou ast enabled us to make in useful learning; we pray Thee to imprint upon our inds whatever good instructions we have received, and to bless them to the lvancement of our temporal and eternal welfare; and pardon, we implore hee, all that Thou hast seen amiss in our thoughts, words, and actions. May hy good Providence still guide and keep us during the approaching interval of st and relaxation, so that we may be thereby prepared to enter on the duties the morrow, with renewed vigor, both of body and mind; and preserve us, e beseech Thee, now and ever, both outwardly in our bodies and inwardly in ır souls, for the sake of Jesus Christ Thy Son, our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, efend us from all the perils and dangers of this night, for the love of Thy only on, our Saviour Jesus Christ. *Amen.*

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bread; And forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation, but deliver us from evil; For Thine is the kingdom, the power, and the glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

Section 4.—Weekly Religious Instruction by the Clergy of each Religious Persuasion.

Minute adopted by the Council of Public Instruction for Upper Canada, on the 22nd April, 1857.

That in order to correct misapprehensions, and define more clearly the rights and duties of Trustees and other parties in regard to religious instruction in connection with the Common Schools, it is decided by the Council of Public Instruction, that the Clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own Church, in each Common School-house, at least once a-week, after the hour of four o'clock in the afternoon; and if the Clergy of more than one persuasion apply to give religious instruction in the same School-house, the Trustees shall decide on what day of the week the School-house shall be at the disposal of the Clergyman of each persuasion, at the time above stated. But it shall be lawful for the Trustees and Clergymen of any denomination, to agree upon any other hour of the day at which such Clergyman or his authorized representative may give religious instruction to the pupils of his own Church, provided it be not during the regular hours of the school.

Section 5.—Duties of Masters.*

The sixteenth section of the School Act prescribes, in explicit and comprehensive terms, the duties of teachers; and no teacher can legally claim his salary who disregards the requirements of the law. Among other things, the Act requires each teacher to "maintain proper order and discipline in his school, according to the forms and regulations which shall be provided according to law." The law makes it the duty of the *Chief Superintendent of Education* to provide the forms; and the *Council of Public Instruction* prescribes the following regulations for the guidance of teachers in the conduct and discipline of their schools:

It shall be the duty of each master of a Common School—

1. To receive courteously the visitors appointed by law, and to afford

* Teachers, in order to avail themselves of the Superannuation Fund, provided in part by the Legislature, must become annual subscribers to the fund from 1854. The subscription is four dollars per annum; and should be transmitted, early in the year, to the Chief Superintendent of Education. No teachers now engaged in teaching will be entitled to share in this fund, unless they punctually pay their annual subscriptions, beginning with the year 1854. (See Regulations, &c., among the Forms, &c., appended.

them every facility for inspecting the books used, and to examine into the state of the school; to have the visitors' book open, that the visitors may, if they choose, enter remarks in it. The frequency of visits to the school by intelligent persons, animates the pupils, and greatly aids the faithful teacher.

2. To keep the registers accurately and neatly, according to the prescribed forms;* which is more important under the present School Act, as the 51st section of it authorizes the distribution of the local school fund according to the average attendance of pupils attending each school.

3. To classify the children according to the books used; to study those books himself, and to teach according to the improved method recommended in their prefaces.†

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order,—A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The school apartments, too, should be swept and dusted every evening. (See paragraph 13, page 140.)

6. To pay the strictest attention to the morals and general conduct of his pupils, and to omit no opportunity of inculcating the principles of TRUTH AND HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among his pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

9. Punctually to observe the hours for opening and dismissing the school, (pp. 135, 140.) Shall, also, during the school hours, faithfully devote himself to the public service; shall see that the exercises of the school be opened and closed

* The fifth clause, sixteenth section, of the School Act of 1850, makes it the duty of the teacher, at the time of his leaving a school, "to deliver up to the [written] order of the trustees, the Registers and Visitors' Book appertaining to the school," besides giving access to them at all times when desired. In case of refusal, the trustees might, under the authority of the forty-third section of the Act, make an affidavit of the fact before a Justice of the Peace, and then apply to the Judge of the County Court to order the delivery of the books to the trustees. In regard to procuring Registers, &c., see Departmental Notices appended.

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2. To keep the registers accurately and neatly, according to the prescribed forms;* which is more important under the present School Act, as the 31st section of it authorizes the distribution of the local school fund according to the average attendance of pupils attending each school.

3. To classify the children according to the books used; to study those books himself, and to teach according to the improved method recommended in their prefaces.†

4. To observe himself, and to impress upon the minds of the pupils, the great rule of regularity and order,—A TIME AND A PLACE FOR EVERYTHING, AND EVERYTHING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the teacher should set an example of cleanliness and neatness in his own person, and in the state and general appearance of the school. He should also satisfy himself, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The school apartments, too, should be swept and dusted every evening. (See paragraph 13, page 140.)

6. To pay the strictest attention to the morals and general conduct of his pupils, and to omit no opportunity of inculcating the principles of TRUTH AND HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of his pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

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† For list of books, see page 141.

each morning and evening as stated in the preceding part of this section; shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

10. To practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively necessary; and in all such cases he shall keep a record of the offences and punishments, for the inspection of the trustees, at or before the next public examination, when said record shall be destroyed.

11. For gross misconduct, or a violent or wilful opposition to his authority, the master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the trustees, through the chairman or secretary. But no pupil shall be expelled without the authority of the trustees.

12. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the master, with the approbation of the trustees, to expel such pupil from the school. But any pupil under the public censure, who shall express to the master his regret for such course of conduct, as openly and as explicitly as the case may require, shall with the approbation of the trustees and master, be re-admitted to the school.

13. The Trustees having made such provisions relative to the school-house and its appendages, as are required by the fourth clause of the twelfth section of the Upper Canada Common School Act of 1850, it shall be the duty of the master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school-house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school-house, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

14. Care shall be taken to have the school-house ready for the reception of pupils at least *fifteen* minutes before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

Section 6.—Duties of Pupils.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the master, forfeits his standing in his class and his right to attend the school for the remainder of the quarter.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Trustees have power to procure and supply such pupils with the books and requisites needed.

6. The tuition fees, as fixed by the Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school until he shall have paid the appointed fee.

Section 7.—List of Text Books Prescribed for use in the Common Schools of Upper Canada.

This list is as follows: List of Text-books, published under the direction of the Commissioners of National Education in Ireland—prepared by practical and experienced Masters—and recommended by the Council of Public Instruction for Upper Canada, to be used in Canadian Schools. The Council of Public Instruction has also recommended Hodgins' Geography and History of British America and the other Colonies, and Lennie's English Grammar, and sanctioned the use of Kirkham's English Grammar and Morse's Geography. The following is the

*List of National School Books, &c.**

First Book of Lessons.	Third Book of Lessons.
Second ditto.	Fourth ditto.
Sequel to Second Book.	Fifth ditto, (Boys)

* An abstract of the provisions of the School Act of 1850, (13 & 14 Vict. ch. 48,) in regard to text-books, is as follows:—

Sec. 14 enacts, that no foreign books in the English branches of education shall be used in any Model or Common School, without the express permission of the Council of Public Instruction.

Sec. 23, Sub. Sec. 10.—Requires Trustees in Towns, &c., to see that all pupils in the Schools are duly supplied with a uniform series of *authorized* text-books.

Sec. 29, Sub. Sec. 3.—County Boards of Public Instruction are to select from a list of text-books, recommended as *authorized* by the Council of Public Instruction, such books as they shall think best adapted for use in the Common Schools of the County.

Sec. 31, Sub. Sec. 5.—Provides that it shall be the duty of each Local Superintendent of Schools to prevent the use of *unauthorized*, and to recommend the use of authorized, books in each school.

Sec. 35, Sub. Sec. 9.—Empowers the Chief Superintendent of Education to submit all books and manuscripts that may be placed in his hands to the Council of Public Instruction, to obtain its sanction before they can be introduced as text-books.

Sec. 38, Sub. Sec. 5.—Provides that the Council of Public Instruction shall examine, recommend, or disapprove of text-books for the use of Schools; and further, that *no portion of the Legislative School Grant shall be employed in aid of any School in which any book is used that has been disapproved of by the Council.*

Sixth, or Reading Book for Girls School.
Introduction to the Art of Reading.
Spelling Book Superseded, by Professor Sullivan.
English Grammar.
Key to ditto.
Epitome of Geographical Knowledge.
Compendium of ditto.
Geography Generalized, by Professor Sullivan.
Introduction to Geography and History, by Prof. Sullivan.
First Arithmetic.
Key to ditto.
Arithmetic in Theory and Practice.
Book-Keeping.
Key to ditto.
Elements of Geometry.
Mensuration.
Appendix to ditto.
Scripture Lessons, Old and New Testament.
Sacred Poetry.
Lessons on the Truth of Christianity.
Hodgins' Geography and History of British America.
Lennie's English Grammar.
Morse's Geography, (Am. Ed.)
Kirkham's English Grammar, (Am. Ed.)
Set Tablet Lessons, Arithmetic.
Ditto, Spelling and Reading.
Ditto, Copy Lines.
Map of the World.
Ditto, Ancient World.
Map of Europe.
" Asia.
" Africa.
" America.
" Canada and Key.
" England.
" Scotland.
" Ireland.
" Palestine.

See Departmental Notices in regard to Maps and Apparatus appended.

Section 8.—Duties of Trustees.

1. The full and explicit manner in which the duties of Trustees are enumerated and stated in the school acts, renders it unnecessary to do more, in this place, than make some expository remarks on the nature of the general duties of Trustees, and the relations subsisting between them and the teachers whom they employ. The law invests Trustees with most important functions; they are a corporation, and as such, the ownership and control of the school site, school-house, and all the property attached thereto is vested in them; they are to provide and furnish the school-house and premises, and apparatus and text-books for the school; and they alone have authority to employ the teacher. Their duties are, therefore, of the greatest importance, and they should be well understood.

2. While the Trustees employ the teacher—agree with him as to the period during which he shall teach, and the amount of his remuneration—the *mode of teaching* is at the option of the teacher; and the local Superintendent and visitors alone have a right to advise him on the subject. The teacher is not a mere machine, and no Trustee or parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instructions as efficient and popular as possible: and if he does not give satisfaction, he can be dismissed according to the terms of his agreement with his employers. To interfere with him, and deprive him of discretion as a teacher, and then to dismiss

him for inefficiency, which is the natural and usual result, is to inflict upon him a double wrong, and frequently injures the pupils themselves and all parties concerned. It should then be distinctly understood, as essential to the teacher's character, position and success, that he judge for himself as to the mode of teaching in his school, including, of course, the classification of pupils, as well as the manner of instructing them. It is, nevertheless, the duty of the Trustees to see that the school is conducted according to the regulations authorized by law.

3 It is, therefore, important that Trustees should select a competent teacher. *The best teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good teacher. To employ an incompetent person, because he offers his incompetent services for a small sum, is a waste of money, and a mockery and injury of the youth of the neighbourhood. We entirely concur in the following estimate of the qualities of a good teacher:

"A teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of peace, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power, which education confers, a useful direction. These are the qualities for which patrons [or trustees] of schools, when making choice of a teacher, should anxiously look."

4. Trustees will always find it the best economy to have a commodious school-house, kept comfortable, and properly furnished. It is as difficult for pupils to learn, as it is for the master to teach, in an unfurnished and comfortless school-house.

5. In the selection of books to be used in the school, from the general list authorized according to law, p. 141, the Trustees should see that but *one* series of reading books, *one* arithmetic, or one for the beginners and another for the more advanced pupils, *one* geography, &c., should be used in any *one* school, in order that the scholars may be classified in the several branches which they are studying Heterogeneous school books (however good each book may be in itself) render classification impossible, increase the labour and waste the time of the teacher, and retard the progress of the pupils. But the teacher and pupils labour at the greatest disadvantage when they are compelled to use books which are as various as the scholars' names.

Section 9.—Duties of Local Superintendents.

[Extracts from the Chief Superintendent's Circular to Local Superintendents, dated August, 1850.]

(1) *The Local Inspection of Schools.*

"To perform this duty with any degree of efficiency, a Local Superintendent should be acquainted with the best modes of teaching every department of an

English school, and be able to explain and exemplify them. It is, of course, the Local Superintendent's duty to witness the modes of teaching adopted by the teacher; but he should do something more. He should, some part of the time, be an actor as well as a spectator. To do so, he must keep pace with the progress of the science of teaching. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of Local Superintendent without being qualified and able to fulfil all its functions. In respect to the manner of performing the visitorial part of your duties, I have nothing material to add to the suggestions which I made in my circular to Local Superintendents of Schools, in December, 1846. They are as follows:

"Your own inspection of the schools must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of school instruction, discipline, management, accommodations, &c.; and on this subject we ought not to content ourselves with exterior and general facts. * * * But it is not of less importance to know the interior *régime* of the schools—the aptitude, the zeal, and the deportment of the teachers—their relations with the pupils, the trustees, and the neighbourhood—the progress and attainments of the pupils—and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables; it can only be obtained by special visits, and by personal conversation and observation —by an examination of the several classes in their different branches of study; so as to enable you to ascertain the degree and efficiency of the instruction imparted.

"In the inspection of the schools, I would suggest something like the following order and subjects of inquiry and examination:

"I. *Mechanical Arrangements.*—The tenure of the property; the materials, dimensions, and plan of the building; its condition; when erected; with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

"II. *Means of Instruction.*—The books used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; the apparatus provided, as Tablets, Maps, Globes, Black-boards, Models, Cabinets, &c.

"III. *Organization.*—Arrangement of classes; whether each child is taught by the same teacher; if any assistant or assistants are employed, to what extent, how remunerated, and how qualified.

"IV. *Discipline* — Hours of attendance; usual ages of pupils; if the pupils change places in their several classes, or whether they are marked at each lesson or exercise, according to their relative merit; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporeal punishments are employed—[See paragraph 10 on page 140]—if so, their nature, and whether inflicted publicly or privately; what other punishments are used; whether attendance is regular; is school opened and closed with reading and prayer as provided in the regulations, and what religious instruction is given, if any.

"V. *Method of Instruction.*—Whether mutual or simultaneous, or individual or mixed; if mutual, the number of monitors, of what attainments, how appointed, how employed; if simultaneous, that is, by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions—or by requiring an abstract of the lesson to be written from memory.

"VI. *Attainments of Pupils.*—1. *In Reading;* whether they can read with ordinary facility, or with ease and expression. 2. *In Writing;* whether they can write with ordinary correctness, or with ease and elegance. 3. *In Arithmetic;* whether acquainted with Notation and Numeration, Addition, Subtraction, Multiplication, Division, and skilful in them? whether acquainted with the Tables of Moneys, Weights, Measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in mental arithmetic and skilful in them. 4. *In Grammar;* whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, Vocal Music, &c.;* the order of questions, suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances.

"VII. *Miscellaneous.*—How many pupils have been sent to the Grammar School; whether a Visitors' book and Register be kept as required; is the *Journal of Education* regulary received by the Trustees; are the Quarterly Examinations regulary held; are Prizes given in the School. *Library.*—Is a Library main-

tained in the Section; number of volumes taken out during the year; are books covered and labelled as required; are books kept in library case; is catalogue kept for reference by applicants; are fines duly collected, and books kept in good order; are library regulations observed."

(2) *Annual School Lectures.*

Another most important duty required of each local Superintendent is, "*To deliver in each School Section, at least once a year, a public lecture on some subject connected with the objects, principles, and means of practical education.* The education of a free people, is, to a great extent, a system of voluntary exertion. There may be a good School law, and there may be a large School fund; and yet education may decline. * * * The onward progress of the education of a country does not depend, primarily or chiefly, upon a School fund or School law, but upon the *spirit* and *action* of the *people*; and the great object of public School lectures is, to awaken that spirit and arouse this action. The law requires that a voice should be lifted up on this subject in every School section in Upper Canada; the commanding authority of that voice will depend upon the ability, the industry, the *heart*, of each Local Superintendent. No man ought to aspire to the office, or retain it a week, who has not the heart and ability to prepare and deliver public lectures in a spirit and manner worthy, in a good degree, of a cause interwoven with every vital interest of our country's civilization and happiness. We cannot be too strongly impressed with the fact, that the administration of the school system is not like that of any other department of the public service—a vigilant and effective oversight of the execution of the law, the protection and development of the country's resources; the due administration of the school system—and indeed, properly speaking, the great object of it, besides the ordinary administration of the law—is to excite and maintain, as widely and in as high a degree as possible, among all classes of the community, a correct appreciation of the nature and importance of popular education, and a spirit of intelligence, philanthropy and patriotism in the adoption of the diversified means necessary for the attainment of that end. From the office of the Chief Superintendent, down to the desk of the humblest teacher, a moral influence, an energy, a vitality should be sent forth in behalf of the education of youth and the diffusion of useful knowledge among the people. If the right spirit glow in the bosom of every Superintendent, it will appear in every public lecture, in every school visit, on every proper occasion in the intercourse of private and public life, and the results will soon be manifest in every municipality of Upper Canada. On the other hand, great must be the responsibility, and deep the disgrace, of any Superintendent who shall suffer the interests of schools to droop and die, or linger on in a sickly condition, under his oversight. * * * * * * * *

Section 10.—Duties of County Councils.

[Extracts from the Chief Superintendent's Circular to County Councils, dated July, 1850.]

(1) *Appointment of Local Superintendents.*

A most important duty which the New School Act devolves upon the County Council is the annual appointment of Local Superintendents of Schools. * * * * * The new School Act gives to each Council authority to appoint a School Superintendent for each township, or for two, three, or four townships, or for a county, provided it does not contain more than one hundred schools. In some municipalities, where the duties of the office have been very imperfectly discharged, doubts are entertained by many persons as to the utility of the office at all, but this is not the case where the office is filled with ability, diligence, and skill; and school counties are unanimous, in their judgment and practice, as to the vast importance of an efficient local inspection and supervision of schools. * * * The School Act, imposing on a Local Superintendent not only miscellaneous duties which require judgment and knowledge of men and things, but a visitorial examination of each school, and a lecture on education in each school section once a year, and the examination of teachers for the schools, the County Council should spare no pains to search out and appoint men as Local Superintendents who will command public attention as lecturers; who understand the true principles of school organization and the improved modes of school teaching; who will do justice to the great interests entrusted to them, by their examination of teachers, their visitations of schools, and their patriotic exertions to diffuse sound education and knowledge as widely as possible.

I doubt not each County Council will respond to the spirit of the New York State Superintendent of Schools, when he says,—"It is fervently hoped that, in every election hereafter to be made of a Local Superintendent, the most competent individual, without reference to sect or party, will be selected. On such a subject, where the good of their children is at stake, men should dismiss their narrow prejudices, and tear in sunder the shackles of party. They should consult only the greatest good of the greatest number of the rising generation. They should direct their preferences to those only who are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; whose lips have been touched with a burning coal from the altar."

Section 11.—Duties of Township Councils.

[Extracts from the Chief Superintendent's Circular, dated August, 1853.]

(1) *Authority to Levy School Section Assessments.*

The authority and duty of the Township Council to levy assessments, on certain conditions, for the purchase of school-sites, the erection of school-houses,

and other Common School purposes, are so plainly stated in the first clause of the eighteenth section, as to require no other remark than this,—that the inhabitants of each school section ought certainly to be the judges as to assessments levied upon them for the school purposes of their own sections, and their wishes should be carried into effect without regard to the opinions of any person not belonging to their section; and as the Councillors are the proper representatives of the township on township affairs, so should the Trustees of each school section (or a majority of them) be regarded as the representatives of such sections in its school affairs. Such are the true principles involved in this clause of the Act. * * * * *

(2) *Formation and Alteration of School Sections.*

The formation and alteration of school sections is a duty, on the judicious performance of which the efficiency of the schools greatly depends. I know not that I can add anything on this point to the remarks which I made in my first circular, addressed to the heads of Municipal Councils, in October, 1846. Subsequent experience has only confirmed me in the correctness and importance of those remarks, which are as follows:

"Much—very much—in respect to the efficiency of common Schools, depends upon the manner in which school sections are formed or altered. The tendency is to form small school sections; each parent is anxious to have the school house as close to his own door as possible. But the evil of forming small school sections is as great as the local tendency is strong. I have been much impressed with the magnitude of this evil by the reports of school Superintendents and Inspectors in the States of Massachusetts and New York—countries similarly situated to our own—and whose experience on this important subject is highly valuable to us. They represent that the efficiency and usefulness of their schools has been greatly retarded by the unwise multiplication of school sections—thus multiplying feeble and inefficient schools, &c., sub-dividing the resources of the inhabitants, so as to put it out of their power to build proper school-houses or support competent teachers, without incurring a burthen which they are unwilling, if not unable, to bear. The same documents also contain many curious statistics, proving that, on an average, the punctual attendance or proficiency of pupils residing from one to two miles from the school, far exceeds that of those pupils who reside within a less distance. The purport of these statements is to show, that proximity to the school is not essential either to the punctual attendance or to the proficiency of pupils. The managers of Common School education in these States have, of late years, directed their particular attention to prevent and remedy this evil of small school sections, and they detail many examples of beneficial success. Some of the advantages of large school sections are, the lessening of the burthen upon each inhabitant, in establishing and supporting the schools; the erection of better buildings; and the procuring of greater conveniences for instruction; the employment of better teachers, and,

therefore, the benefit of better education for youth. The subject is, therefore, submitted to the consideration of the Council, whenever the exercise of this part of its powers may be required." * * * *

Section 12.—Duties of School Visitors.

(1) *Who are School Visitors?*

The *thirty-second* section of the School Act of 1850, provides that all Clergymen recognized by law, of whatever denomination, Judges, Members of the Legislature, Magistrates, Members of County Councils, and Aldermen, shall be School Visitors; and the thirty-second section of the Act prescribes their lawful duties.

(2) *Recommendations as to School Management.*

The parties thus authorized to act as visitors, have it in their power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them; by visiting them; encouraging the pupils; aiding and counselling teachers; and impressing upon parents their interests and duties, in the education of their offspring. In visiting schools, however, visitors should, in no instance, speak disparagingly of the instructions or management of the teacher in the presence of the pupils; but if they think it necessary to give any advice to the teacher, they should do it privately. They are also desired to communicate to the Local or Chief Superintendent anything which they shall think important to the interests of any school visited by them. The law recommends Visitors "*especially to attend the Quarterly Examinations of the Schools.*" It is hoped that all Visitors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence. While it is competant to a Visitor to engage in any exercise which shall not be objected to by the authorities of the school, it is expected that no Visitor will introduce, on any such occasion, anything calculated to wound or give offence to the feelings of any class of his fellow-christians.

(3) *To Establish School Libraries.*

Too strong a recommendation cannot be given to the establishment of circulating libraries in the various townships and school sections. A township library, with auxiliaries in each school section, might by means of a comparatively small sum, supply popular and useful reading for the young people of a whole township. It is submitted to the serious attention of all School Visitors, as well as Trustees and other friends of the diffusion of useful knowledge.—(*See Departmental Notices appended.*)

Section 13.—Duties of County Boards of Public Instruction.

[From the Regulations and the Circular of the Chief Superintendent of Education, dated October, 1850.]

(1) *Qualifications of Candidates.*

On the fidelity and ability with which County Boards of Public Instruction fulfil the functions assigned to them in the twenty-ninth section of the Act, depend the character and efficiency of the Schools as affected by the character and qualifications of the teachers. Much has been said about incompetent Trustees, and their employment of incompetent teachers; but Trustees can not employ *such* teachers by *means of the school fund*, unless *such* teachers are *licensed* to teach. It therefore remains with the County Boards (chiefly with the Local Superintendents) to say whether a penny of the school fund shall be misapplied in payment of any intemperate, immoral, or incompetent teacher. In giving certificates of qualification, County Boards should not, therefore, regard individual applicants, but the interests of youth—the destinies of the rising and future generations of the country. * * * * *

(2) *Moral Character of Candidates.*

But the first, and perhaps most important duty which devolves upon you, is that which precedes an examination into the intellectual qualifications of candidates. The law expressly declares, that "no certificate of qualification shall be given to any person, as teacher, who shall not furnish satisfactory proof of good moral character." This is a vital point, on which you are called to pass a conscientious and impartial judgment, before you admit any candidate to an examination. The law of the land thus makes you the moral guardians of the children and youth of your respective counties, as far as depends upon the moral character of their teachers, the same as the Divine law makes you the guardians of your own children; and you should certainly license no character to teach the former, whom you would not permit to teach the latter. Many representations have been made to this Department respecting intemperate, and profane, and Sabbath-breaking teachers. To what extent these representations are well founded, is not for me to say. But when so many parties have been *individually* authorized to license teachers, it were not surprising if isolated *individual* firmness should be overcome by the importunity of a candidate, in some instances backed by requests of inconsiderate Trustees. Now, however, you meet in council—the candidates come before you on common ground—you judge of the "moral character" of each by a common rule—you are less liable to those plaintive appeals and pleas which have so often been pressed upon the fellings of individual Superintendents and Visitors. I cannot but regard it as your special mission to rid the profession of Common School teaching of unworthy characters, and of wholly incompetent persons; to protect the youth against the poison of a vicious teacher's example; and to lay the foundation for greatly elevating the profession of school teaching, and greatly increasing the efficiency and use-

fulness of Common Schools. The moral character of teachers involves the deepest interests of our offspring, and the widest destinies of our country. No lax expediency or false delicacy should be permitted to endorse a person of irregular habits and doubtful morals, as a "good moral character," and let him loose upon society, authorized and certified as a duly qualified teacher of its youth. I am sure you will agree with me, that your certificate should state what you believe to be strictly true, and therefore be a guarantee to Trustees of Schools and parents of children, in regard to the moral character and intellectual qualifications of every teacher whom you shall license.

No. 2.—Selections from the General Forms and Instructions for executing the provisions of the Common School Acts.

[The following selections from the general forms and instructions include only those in constant use by the local school authorities, or such as are required for reference.]

1. Revised Programme for the Examination and Classification of Teachers of Common Schools, by the County Boards, prescribed by the Council of Public Instrucrion for Upper Canada.

To be in force until repealed or revised by the Council.

N.B.—Candidates are not eligible to be admitted to examination until they shall have furnished the Examiners with satisfactory evidence of their strictly temperate habits and good moral character.

(1) *Minimum Qualifications of Third Class Teachers.*

Candidates for certificates are required:

1. To be able to read intelligibly and correctly any passage from any common reading book.

2. To be able to spell correctly the words of an ordinary sentence dictated by the Examiners.

3. To be able to write a plain hand.

4. To be able to work readily questions in the simple and compound rules of arithmetic, and in reduction and proportion, and to be familiar with the principles on which these rules depend.

2. To know the elements of English grammar and to be able to parse any easy sentence in prose.

6. In regard to teachers in French or German settlements, a knowledge of the French or German grammar may be substituted for a knowledge of the English grammar, and the certificates to the teachers expressly limited accordingly.

7. To be acquainted with the relative positions of the principal countries of the world, with the principal cities, physical features, boundaries of continents &c.

8. To have some knowledge of school organization and the classification of pupils.

(2) *Minimum Qualifications of Second Class Teachers.*

Candidates for certificates as second class teachers, in addition to what is required of candidates for third class certificates, are required:

1. To be able to read with ease, intelligence, and expression, and to be familiar with the principles of reading and pronunciation.

2. To write a bold free hand, and to be acquainted with the rules of teaching writing.

3. To be familiar with the simple rules of algebra, and to be able to solve problems in simple and quadratic equations. (Colenso's.)

4. To be acquainted with the elements of book-keeping.

5. To know the common rules of orthography, and to be able to parse any sentence in prose or poetry which may be submitted; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.

6. To be familiar with the elements of mathematical and physical geography, and the particular geography of Canada.

7. To be familiar with the outlines of general history.

(3) *Minimum Qualifications of First Class Teachers.*

Candidates for certificates as first class teachers, in addition to what is required of candidates for third and second class certificates, are required:

1. To be familiar with the remaining rules of common arithmetic.

2. To be acquainted with the rules for the mensuration of superficies and solids.

3. To be familiar with the simple rules of algebra, and to be able to solve problems in simple and quadratic equations. (Colenso's.)

4. To know the first four books of Euclid. (Potts'.)

5. To be familiar with the outlines of Canadian and English history.

6. To have some acquaintance with the elements of vegetable and animal physiology, and natural philosophy, as far as taught in the fifth book of the national readers.

7. To understand the proper organization and management of schools, and the improved methods of teaching.

8. To be acquainted with the principal Greek and Latin roots in the English language, with the prefixes and affixes; to be able to describe and exemplify the principal changes of construction.

Female candidates for first class certificates will not be examined in the subjects mentioned in the second, third, and fourth paragraphs under this head.

Originally adopted the 3rd day of October, 1850, and revised by the Council on the 17th day of December, 1858.

2. General Form of Certificate of Qualification.

For Common School Teachers in Upper Canada, to be granted by County, or Circuit Board of Public Instruction, in accordance with the foregoing Programme of Examination.

This is to Certify that of the faith, having applied to the board of Public Instruction for the [*County, School Circuit or United Counties*] of for a certificate of qualification to teach a common school, and having produced "satisfactory proof of good moral character," the Board has carefully examined [*him or her*] in the several branches of study enumerated in the "qualification of [*first, second, or third, as the case may be*] class teacher," contained in the "programme" of the examination and classification of teachers of common schools, adopted by the Council of Public Instruction for Upper Canada, on the 3rd day of October, 1850; and revised on the 17th day of December, 1858, and having found the said well qualified to teach the several branches named therein, the Board, as authorized by the twenty-ninth section of the Upper Canada School Act of 1850, hereby licensee [*him or her*] to teach any common school in the

[*If a first class certificate, here insert the name of the county, school circuit, united counties, or city; if a second class certificate, the name of the township; and if a third class certificate, the name of the school section in which the candidate is authorized to teach—all to be determined at the discretion of the Board.*]

This certificate of qualification to remain in force [*for one year from the date hereof, or until annulled according to law—the period and the class of certificate granted, to be determined by circumstances.*]

Dated this day of , one thousand eight hundred and

N. B.—The second clause of the twenty-ninth section of the School Act of 1850 requires each certificate to have the signature of at least one Local Superintendent of Schools. It should also be signed by the Chairman of the Board of Public Instruction.

3. Order and Classification of Studies Prescribed for the Common Schools in Upper Canada.

As observed in the Upper Canada Model School, Toronto.

[*Adopted by the Council of Public Instruction on the 31st day of December*, 1858.]

(1) *Table defining the course to be completed in the First or Lowest Division.*

Enunciation.—To be able to enumerate clearly and distinctly the elementary sounds of the English language.

Spelling and Definition.—To be able to spell any word in the First and Second Book of Lessons, and to give the meaning in familiar terms.

Reading—To be able to read fluently and well any passage contained in the First and Second Books of Lessons, and to know the substance of such lessons.

Writing.—To be able to form correctly and legibly all the letters of the alphabet, and combine them into simple words.

Arithmetic.—To be able to read and write any combination of more than FIVE Arabic numerals, and the Roman numerals to the sign of 500; to know the Multiplication Table and Tables of Money, Weights, Length and Time; to be familiarly acquainted with Simple Addition, Subtraction, Multiplication, and Division by factors.

Grammar.—To be able to point out the Nouns, Pronouns, Adjectives, Verbs, and Adverbs in any common reading lesson; to know the number, gender, and person of the nouns and pronouns.

Geography.—To know the map of the World, map of America, map of Canada, and other parts of British America.

Natural History, Object Lessons.—To have a familiar acquaintance with the habits, uses, instincts, &c., of the most important animals of each class. Other Object Lessons may be used.

Needle-work (for girls)—Under the direction of the female teacher.

(2) *Course of study (Second Division.)*

Reading.—To be able to read fluently and well any passage contained in the Sequel to the Second Book, or in the Third Book of Lessons, and to know the substance of such Reading Lessons.

Spelling and Definition.—To be able to spell and define any word contained in the Sequel and Third Book of Lessons.

Writing.—To be able to write legibly and correctly.

Arithmetic.—To be able to read and write legibly any combination of not more than TEN Arabic numerals to the *left* and six to the *right*, of the decimal point, and the Roman numerals to the sign of 1,000; to be acquainted with the principles of Arabic and Roman Notation; to be thoroughly acquainted with the Arithmetical Tables, and to be familiarly and practically acquainted with the Simple and Compound Rules, Reduction, Greatest Common Measure, Least Common Multiple, Vulgar Fractions, and Simple Proportion, including Addition, Subtraction, Multiplication, and Division of Decimals and Decimal Currency.

Grammar.—To be thoroughly acquainted with the grammatical forms, and be able to analyse and parse any easy sentences; and as an exercise in slate composition, to be able to write short descriptions of any natural objects.

Geography.—In addition to former limit Table, to know the Political and ıysical Geography of Europe, Asia, Africa, and America, and Oceanica, the fferent countries in each, with their capitals: and to know the position and ief cities in the states of the American Union bordering on British America, ım the Pacific to the Atlantic Ocean.

History.—To have a general knowledge of the History of the World, as given the Fifth Book.

Human Physiology.—As contained in the Fifth Book.

Needle-work (for girls)—Under the direction of the female teacher.

(3) *Course of Study, (Third Division.)*

Reading.—Fourth and Fifth Books, in same manner as other books are used lower divisions.

Spelling and Definition.—Reading Books and Spelling Book Superseded.

Derivation.—Reading Books and Spelling Book Superseded.

Writing.—Text, and a bold running hand.

Arithmetic.—Second Book of Arithmetic (National Series.)

Grammar.—Analysis and parsing of compound sentences in prose and verse; ıanges in construction, &c.; composition.

Geography.—Mathematical, Physical, and Political, with Map sketching on e blackboard.

Algebra.—(Colenso's) Part I.

Euclid.—First six books.

Mensuration.—Of Surfaces and Solids.

Drawing.—Linear and Map.

English Literature.—Spalding.

Book Keeping.—Elements.

Human Physiology.—To possess a familiar acquaintance with the anatomy the bones and skin a general knowledge of the structure and uses of the uscles and organs of digestion, and to be familiar with the general principles ıon which the healthy action and development of these various organs depend; rculation, respiration, nervous system, senses, &c.

History.—General, English, and Canadian.

Singing.—Hullah's Vocal Music.

Natural Philosophy.—In the Fifth Book of Lessons.

Needle-work(for girls)—Under the direction of the female teacher.

BOYS;	GIRLS;
* Trigonometry.	* Science of things familiar.
* Elements of Geology.	* Elements of Geology.
* ditto Zoology.	* ditto Zoology.
* ditto Botany.	* ditto Botany.
* ditto Natural Philosophy.	* Domestic Economy.

REMARKS.—The list of text books prescribed for use in the Common Schools will be found on page 141.

4. FORMS AND REGULATIONS FOR SUPERANNUATED COMMON SCHOOL TEACHERS.

Special Notice to Teachers.

1. Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, without delay, if they have not already done so, their annual subscription of $1, commencing with 1854. The law authorizing the establishment of this fund provides, '*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*"

[*The following are the Regulations adopted by the Council of Public Instruction for Upper Canada pursuant to the provisions of the law, on the 28th day April, 1854;*]

2. Every teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated, to share in this fund, must contribute to it at the rate of one pound per annum; and no teacher now engaged in teaching shall be entitled to share in this fund who shall not thus contribute to it annually. But the amount of the annual subscriptions for the years during which such teacher may be taught before the 1st day of January 1854, and for which he may hereafter claim as a superannuated teacher, may be deducted from the first year's pension to which such teacher may be entitled.

3. Should any teacher, having a wife and children, subscribe to this fund, and die without deriving any benefit from it, the amount of his subscriptions, and whatever may accumulate thereon, shall be paid to his widow or children, as soon as satisfactory proofs of his decease, and the relationship of the claimant or claimants to him, shall have been adduced.

4. No teacher shall be eligible to receive a pension from this fund, who shall not have been disabled from further service while teaching a Common School, or who shall not have been worn out in the work of a Common School teacher.

* Extra subjects to be taken up at the discretion of the school authorities; no two, however, during the same school term.

5. All applications, according to the prescribed form, accompanied by the quisite certificate and proofs, must be made before the 1st of April, in order to title the applicants to share in the fund for such year.

6. In case the fund shall at any time not be sufficient to pay the several aimants the highest sum permitted by law, the fund shall be equitably divided ong the several claimants, according to their respective periods of service.

7. The amounts of all subscriptions to this fund, and of any unexpected balnces of Legislative grants made to it, shall be invested, from time to time, under e direction of this Council; and the interest accruing thereon shall be expended aid of superannuated teachers of Common Schools in Upper Canada, accordg to these regulations. All annual subscriptions to this fund must be made fore the end of the year for which they are intended; and all—

8. Communications and subscriptions in connection with this fund must be ade to the Chief Superintendent of Education for Upper Canada. (Subscripns to be sent in as early in the year as possible.)

Approved by His Excellency the Administrator of the Government in Coun. l, as notified to the Chief Superintendent of Education, 20th May, 1854.

REMARKS.—No certificate in favour of an applicant, should be signed by any teacher already admitted a pensioner on the fund; in all cases they should be signed by a clergyman and other official persons. e following forms, when properly filled up and signed, can be returned to the Department, accompanied certificates from Ministers and other official persons known to the Department. These certificates must nish satisfactory proof (1) of good moral character, (2) of sober steady habits, and (3) of the number of rs of service for which a pension is claimed. These conditions must be strictly complied with, otherse the application cannot be entertained. The Council meets to consider all applications in July and cember only of each year. As soon, therefore, as each case is decided due notice will be sent to applints without further application on their part.

[*The following Forms can be obtained from the Department:*]

5. FORM OF SUPERANNUATED TEACHERS' APPLICATION.

(C. P. I. Minutes, No. 161, 165, 167, and 174.)

Township of——————,

——————, 185 .

Post Office *Date*

The undersigned, an applicant for aid from the Superannuated Teachers und, hereby most respectfully represents to the Chief Superintendent of Educa on—

1. That he is years of age.
2. That he was born [*state the country of birth*] in
3. That he commenced the profession of teaching in
1 the year one thousand eight hundred and
4. That he is connected as a member [*or hearer*] with the hurch.

5. That he commenced teaching a Common School in Upper Canada, in School Section No. , in the Township of , County of , in the year one thousand eight hundred and .

6. That he has held certificates of qualification from , and that h last certificate is from the Board of Public Instruction for , is dated , and is for the class.

7. That since he commenced teaching in Upper Canada, he has been engaged in the following places :—

8. That he has taught a Common School in Upper Canada for the full period of years.

9. That he has worn self out in the work of teaching, and is in consequence, utterly unable to teach any longer.

10. That he ceased teaching the Common School in Section No. , in the Township of , County of , on the day of 18 , and that he has not since been employed as a Common School Teacher.

A. B. [*Sign Name in full.*]

REMARKS.—The foregoing application must be filled up in every particular. and be accompanied by a Medical Certificate, according to the following prescribed form.

6. FORM OF MEDICAL CERTIFICATE FOR SUPERANNUATED COMMON SCHOOL TEACHERS.

(C. P. I. Minutes, No. 145, 151, 167, and 174.

In re , applicant for aid out of the Superannuated Common School Teachers' Fund for U. C.:

This is to certify that, having examined into the case of , of , I am of opinion that he has worn self out in the work of a Common School Teacher, and that he is now afflicted with , which renders h , in my opinion, unable to continue any longer in the efficient discharge of h calling, as a Common School Teacher in Upper Canada.

In witness whereof, I, , a duly licensed Physician in Upper Canada, hereto subscribe my name, this day of , 18 .

——————[*Name of M.D.*]

N.B.—Modifications or omissions in filling up the foregoing form, will invalidate the certificate.

Appendix F.

APPORTIONMENT OF THE LEGISLATIVE GRANT TO COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1859.

[Copy.]

No. 1. *Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.*

Sir,—I have the honor to transmit herewith, a certified copy of the apportionment, for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and Local Superintendents' Reports, have been transmitted to the Department.

I am happy to inform the Council of your Municipality, that I have been enabled to add a considerable sum to the apportionment of this year. The statistics of school population for 1858, upon which the present year's apportionment is based, have been carefully revised and corrected in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality for school accomodation and instruction. By this means a much larger sum than usual has been added to the apportionment of those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the school year.

A sum equal to what was paid last year to the Separate Schools in each City, Town, Incorporated Village, and Township, has been deducted from the general apportionment available for 1859, and the balance has been apportioned among all the Municipalities, according to the basis of school population for 1858. Where Separate Schools have existed, the sum thus apportioned to the Municipality has been divided among the Common and Separate Schools therein, according to the average attendance of pupils at these Schools during 1858, as reported by the Trustees. It had been found that to apportion to each Municipality, according to school population, and then to apportion an additional sum to the Separate Schools in such Municipality, out of the General School Grant, was unduly deducted from Municipalities in which there are no Separate Schools, and unduly adding to the apportionment of those Municipalities in which Separate Schools do exist—such as Cities, Towns, and Villages. If the apportionments be increased to any Municipalities beyond the proportion of School population, it

ought to be so increased to the poorer Counties and Townships, rather than to the wealthier Cities, Towns, and Villages; for it is in these latter that Separate Schools are chiefly established.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I have the honor to be,
Sir,
Your obedient servant,
(Signed) E. RYERSON.

EDUCATION OFFICE,
Toronto, 1st June, 1859.

No. 2. Apportionment to the Townships, for 1859.

1. COUNTY OF GLENGARRY.

TOWNSHIPS.		APPORTIONMENT.
Charlottenburgh		$583.00
Do	for Separate Schools $74.00	
Kenyon		545.00
Lancaster		457.00
Do	for Separate Schools	52.00
Lochiel		597.00
Do.	for Separate Schools	69.00
		195.00 2182.00

Total for County $2377.00.

2. COUNTY OF STORMONT.

Cornwall	$618.00
Finch	233.00
Osnabruck	606.00
Roxborough	328.00
	1785.00

3. COUNTY OF DUNDAS.

Matilda	$645.00
Mountain	433.00
Williamsburgh	639.00
Winchester	474.00
	2191.00

4. COUNTY OF PRESCOTT.

Alfred		$169.00
Caledonia		166.00
Hawkesbury, East		434.00
Do	for Separate Schools $62.00	
Hawkesbury, West		327.00
Longueuil		213.00
Plantagenet, North		328.00
Plantagenet, South		167.00
		62.00 1804.00

Total for County $1866.00.

5. COUNTY OF RUSSELL.

TOWNSHIPS.	APPORTIONMENT.
Cambridge	$105.00
Clarence	170.00
Cumberland	319.00
Russell	191.00
	785.00

6. COUNTY OF CARLETON.

Fitzroy		$327.00
Do	for Separate Schools	$25.00
Gloucester		487.00
Goulbourn		370.00
Gower, North		258.00
Huntley		326.00
March		168.00
Marlborough		297.00
Nepean		490.00
Do	for Separate Schools	18.00
Osgoode		583.00
Torbolton		65.00
		43.00 3371.00

Total for County $3414.00.

7. COUNTY OF GRENVILLE.

Augusta		$739.00
Edwardsburgh		530.00
Do	for Separate Schools $19.00	
Gower, South		125.00
Oxford (on Rideau)		523.00
Wolford		395.00
Do	for Separate Schools	16.00
		35.00 2312.00

Total for County $2347.00.

8. County of Leeds.

Townships.	Apportionment.	
Bastard and Burgess, South		$523.00
Do for Separate Schools (Bastard)	$26.00	
Crosby, North		263.00
Crosby, South		231.00
Elizabethtown		701.00
Elmsley, South		204.00
Kitley		509.00
Leeds and Lansdowne, front		501.00
Do for Separate Schools	32.00	
Leeds and Lansdowne, rear		270.00
Yonge and Escott, front		364.00
Yonge and Escott, rear		231.00
	58.00	3797.00

Total for County $3855.00.

9. County of Lanark.

Bathurst	$371.00
Beckwith	328.00
Burgess, North	126.00
Dalhousie and Lavant	186.00
Darling	126.00
Drummond	223.00
Elmsley North	190.00
Lanark	347.00
Montague	476.00
Packenham	319.00
Ramsay	484.00
Sherbrooke, North	30.00
Sherbrooke, South	84.00
	3290.00

10. County of Renfrew.

Admaston	$217.00
Alice	37.00
Bagot and Blithfield	103.00
Bromley	175.00
Brougham	69.00
Brudenell and Algona	25.00
Grattan	183·00
Horton	176.00
McNab	259.00
Pembroke	118.00
Ross	139.00
Sebastopol	42.00
Stafford	14.00
Westmeath	263.00
Wilberforce	180.00
	2000.00

11. County of Frontenac.

Bedford		$140.00
Hinchinbrooke		49.00
Kingston		542.00
Do for Separate Schools	$31.00	
Loughborough		251.00
Pittsburgh and Howe Island		502.00
Do Separate Schools (Pittsburgh)	30.00	
Portland		262 00
Storrington		350.00
Wolfe Island		356.00
Do for Separate Schools	53.00	
	114.00	2452.00

Total for County $2566.00.

12. County of Addington.

Townships.	Apportionment.	
Amherst Island		$151.00
Anglesea and Kaladar		31.00
Camden East		953.00
Do for Separate Schools	$7.00	
Ernestown		628.00
Sheffield		348.00
	7.00	2111.00

Total for County $2118.00.

13. County of Lennox.

Adolphustown	$ 70.00
Fredericksburgh	366.00
Richmond	418.00
	854.00

14. County of Prince Edward.

Ameliasburgh		$377.00
Athol		207.00
Hallowell		419.00
Do for Separate Schools	$36.00	
Hillier		392.00
Marysburgh		481.00
Sophiasburgh		325.00
	36.00	2201.00

Total for County $2237.00.

15. County of Hastings.

Hungerford		$492.00
Huntingdon		263.00
Elzevir		82.00
Do short apportionment in 1858		20.00
Madoc and Tudor		432.00
Marmora		167.00
Rawdon		485.00
Sidney		641.00
Thurlow		512.00
Do for Separate Schools	$40.00	
Tyendinaga		958.00
	40.00	4052.00

Total for County $4092.00.

16. County of Northumberland.

Alnwick		$ 82.00
Brighton		587.00
Cramahe		492.00
Haldimand		719.00
Hamilton		584.00
Monaghan, South		178.00
Percy		445.00
Do for Separate Schools	$26.00	
Murray		449.00
Seymour		446.00
	26.00	3932.00

Total for County $4008.00.

17. County of Durham.

Cartwright	$282.00
Cavan	568.00
Clarke	773.00
Darlington	855.00
Hope	677.00
Manvers	417.00
	3572.00

18. County of Peterborough.

Townships.	Apportionment.
Asphodel	$398.00
Belmont and Methuen	86.00
Douro	307.00
Dummer and Burleigh	247.00
Ennismore	81.00
Monaghan, North	110.00
Otonabee	534.00
Smith and Harvey	311.00
	2074.00

19. County of Victoria.

Eldon	$198.00
Emily	438·00
Fenelon	173.00
Mariposa	681.00
Ops	319·00
Verulam	119.00
	1928.00

20. County of Ontario.

Brock	$520.00
Mara and Rama	238.00
Pickering	1024.00
Reach	714.00
Scott	226.00
Scugog Island	65.00
Thorah	170.00
Uxbridge	424.00
Whitby	825.00
	4206.00

21. County of York.

Etobicoke		$359.00
Do for Separate Schools	$28.00	
Georgina		137.00
Gwillimbury, North		166.00
Gwillimbury, East		546.00
King		891.00
Markham		1013.00
Markham and Vaughan Separate Schools	38.00	
Scarborough		534.00
Vaughan		951.00
Do for Separate Schools	16.00	
Whitchurch		715.00
York		948.00
Do for Separate Schools	55.00	
	137.00	6260.00

Total for County $6397.00.

22. County of Peel.

Albion	$597.00
Caledon	523.00
Chinguacousy	885.00
Gore of Toronto	136.00
Toronto	734.00
	2875.00

23. County of Simcoe.

Adjala	$278.00
Essa	295.00
Flos	116.00
Gwillimbury, West	440.00

Simcoe—(*Continued.*)

Townships.	Apportionment.	
Innisfil		357.00
Medonte		216.00
Mono		387.00
Mulmur		169.00
Nottawasaga		330.00
Do for Separate Schools	$51.00	
Orillia and Matchedash		119.00
Do for Separate Schools (Orillia)	49.00	
Oro		384.00
Sunnidale and Vespra		187.00
Do for Separate Schools (Vespra)	17.00	
Tay and Tiny		182.00
Tecumseth		538.00
Tossorontio		104.00
	117.00	4102.00

Total for County $4219.00.

24. County of Halton.

Esquesing	$850.00
Nassagaweya	254.00
Nelson	543.00
Trafalgar	545.00
	2192.00

25. County of Wentworth.

Ancaster	$567.00
Barton	217.00
Beverley	752.00
Binbrooke	245.00
Flamborough, East	436.00
Flamborough, West	474.00
Glanford	247.00
Saltfleet	328.00
	3266.00

26. County of Brant.

Brantford	$722.00
Burford	750.00
Dumfries, South	438.00
Oakland	74.00
Onondaga	315.00
	2299.00

27. County of Lincoln.

Caistor		$235.00
Clinton		324.00
Gainsborough		351.00
Grantham		341.00
Do for Separate Schools	$41.00	
Grimsby		343.00
Louth		202.00
Niagara		215.00
	41.00	2011.00

Total for County $2052.00

28. County of Welland.

Bertie	$308.00
Crowland	249.00
Humberstone	321.00
Pelham	328.00
Stamford	314.00
Thorold	359.00
Wainfleet	233.00
Willoughby	189.00
	2311.00

29. County of Haldimand.

Townships.		Apportionment.
Canborough		$157.00
Cayuga, North		393·00
Cayuga, South		103.00
Dunn		126.00
Moulton and Sherbrooke		395.00
Oneida		309.00
Do for Separate Schools	$55.00	
Rainham		302.00
Seneca		407·00
Walpole		633.00
	55.00	2825.00

Total for County $2880.00.

30. County of Norfolk.

Charlotteville		$413.00
Houghton		245.00
Middleton		287.00
Townsend		808.00
Walsingham		487.00
Windham		350.00
Do for Separate Schools	$8.00	
Woodhouse		414.00
Total for County $3012.00	8.00	3004.00

31. County of Oxford.

Blandford		$199.00
Blenheim		723.00
Dereham		513.00
Nissouri, East		388.00
Norwich, North		516.00
Norwich, South		353.00
Oxford, North		178.00
Oxford, East		304.00
Oxford, West		300.00
Zorra, East		478.00
Zorra, West		497.00
		4449.00

32. County of Waterloo.

Dumfries, North		$511.00
Waterloo		1087.00
Wellesley		679.00
Do for Separate Schools	$90.00	
Wilmot		754.00
Do for Separate Schools	61.00	
Woolwich		518.00
	151.00	3549.00

Total for County $3700.

33. County of Wellington.

Amaranth		$120.00
Arthur		238.00
Do for Separate Schools	$113.00	
Eramosa		409.00
Erin		594.00
Garafraxa		441.00
Guelph		309.00
Maryborough		227.00
Minto		97.00
Nichol		301.00
Do for Separate Schools	17.00	
Peel		581.00

Wellington—(*Continued.*)

Townships.		Apportionment.
Pilkington		277.00
Puslinch		533.00
	130.00	4177.00

Total for County $4307.00.

34. County of Grey.

Artemesia		$407.00
Bentinck		305.00
Collingwood		138.00
Derby		118.00
Egremont		170.00
Euphrasia		144.00
Glenelg		215.00
Holland		278.00
Melanethon		162.00
Normanby		96.00
Osprey		267.00
Proton		126.00
St. Vincent		309.00
Sullivan		140.00
Sydenham		396.00
		3271.00

35. County of Perth.

Blanchard		$407.00
Downie		445.00
Easthope, North		385.00
Easthope, South		201.00
Ellice		224.00
Do for Separate Schools	$43.00	
Elma		149.00
Fullarton		345.00
Hibbert		325.00
Logan		126.00
Mornington		276.00
Wallace		124.00
	43.00	3007.00

Total for County $3050.00.

36. County of Huron.

Ashfield		$283.00
Biddulph		421.00
Colborne		221.00
Goderich		458.00
Grey		252.00
Hay		272.00
Howick		166.00
Hullett		197.00
McGillivray		378.00
McKillop		311.00
Morris		168.00
Stanley		358.00
Stephen		234.00
Tuckersmith		398.00
Turnberry		58.00
Usborne		371.00
Wawanosh		299.00
		4845.00

37. County of Bruce.

Arran		$297.00
Brant		254.00
Bruce		256.00
Carrick		149.00
Do for Separate Schools	$19.00	

Huron—(*Continued.*)

TOWNSHIPS.		APPORTIONMENT.
Culross		100.00
Elderslie		151.00
Greenock		167.00
Do for Separate Schools.	21.00	
Huron		172.00
Kincardine		239.00
Kinloss		102.00
Saugeen		186.00
	40.00	2003.00

Total for County $2043.00.

38. County of Middlesex.

Adelaide		$325.00
Carradoc		467.00
Delaware		173.00
Dorchester, North		494.00
Ekfrid		346.00
Lobo		445.00
London		958.00
Metcalfe		197.00
Mosa		339.00
Nissouri, West		342.00
Westminster		645.00
Do for Separate Schools	$16.00	
Williams		394.00
Do for Separate Schools	5.00	
	21.00	5125.00

Total for County $5146.00.

39. County of Elgin.

Aldborough		$288.00
Bayham		508.00
Dorchester, South		217.00
Dunwich		389.00
Malahide		592.00
Southwold		765.00
Yarmouth		668.00
		3422.00

40. County of Kent.

Camden		$261.00
Chatham		270.00
Dover, East and West		237.00
Harwich		401.00
Howard		449.00
Orford		210.00
Raleigh		403.00
Do for Separate Schools	$22.00	
Romney		78.00
Tilbury, East		141.00
Zone		107.00
	22.00	2552.00

Total for County $2574.00.

41. County of Lambton.

Bosanquet		$301.00
Brooke		176.00
Dawn		93.00
Enniskillen		79.00
Euphemia		223.00
Moore		296.00
Plympton		387.00
Sarnia		113.00
Sombra		243.00
Warwick		363.00
		2274.00

42. County of Essex.

TOWNSHIPS.		APPORTIONMENT.
Anderdon		$252.00
Colchester		210.00
Gosfield		278.00
Maidstone		168.00
Do for Separate Schools	$31.00	
Malden		171.00
Mersea		231.00
Rochester		161.00
Sandwich		544.00
Do	15.00	
Tilbury, West		115.00
Total for County $2176.00	46.00	2130.00

Apportionment to Cities, Towns, and Villages for 1859.

CITIES.	Common Schools	Separate Schools.	Total.
Toronto	$3123 00	$1497 00	$4620 00
Hamilton	2045 00	615 00	2660 00
Kingston	1153 00	443 00	1596 00
London	1383 00	146 00	1529 00
Ottawa	1211 00	1197 00	2408 00
	8915 00	3898 00	12813 00
TOWNS.			
Amherstburgh	$136 00	$116 00	$252 00
Barrie	119 00	70 00	189 00
Belleville	411 00	192 00	603 00
Bowmanville	231 00	.. ..	231 00
Brantford	566 00	69 00	635 00
Brockville	353 00	151 00	504 00
Chatham	352 00	62 00	414 00
Clifton	63 00	39 00	102 00
Cobourg	472 00	85 00	557 00
Collingwood	147 00	.. ..	147 00
Cornwall	210 00	.. ..	210 00
Dundas	272 00	116 00	388 00
Galt	346 00	.. ..	346 00
Goderich	357 00	.. ..	357 00
Guelph	272 00	153 00	425 00
Lindsay	103 00	76 00	179 00
L'Orignal	in Township.		
Milton	99 00	.. ..	99 00
Niagara	179 00	115 00	294 00
Oakville	165 00	.. ..	165 00
Owen Sound	212 00	.. ..	212 00
Paris	231 00	63 00	294 00
Perth	210 00	63 00	273 00
Peterborough	206 00	130 00	336 00
Picton	142 00	30 00	172 00
Port Hope	571 00	.. ..	571 00
Prescott	126 00	126 00	252 00
Queenston	in Township.		
Sandwich	84 00	.. ..	84 00
Sarnia	193 00	.. ..	193 00
St. Catharine's	404 00	245 00	649 00
Simcoe	252 00	.. ..	252 00
Whitby	273 00	.. ..	276 00
Windsor	244 00	.. ..	244 00
Woodstock	336 00	.. ..	336 00
	$8340 00	1901 00	10241 00

Apportionment to Villages for 1859.

ORPORATED ILLAGES.	Common Schools.	Separate Schools.	Total.
nham.....	in Township.		
.....	$201 00	.. ..	$201 00
rd.....	94 00	.. ..	94 00
ton.....	168 00	.. ..	168 00
on.....	in Township.		
nia.....	196 00	.. ..	196 00
wa.....	168 00	.. ..	168 00
.....	117 00	.. ..	117 00
ae.....	in Township.		
.....	168 00	.. ..	168 00
.....	in Township.		
.....	126 00	.. ..	126 00
rie.....	42 00	.. ..	42 00
sbury.....	in Township.		
er.....	in Township.		
oll.....	252 00	.. ..	252 00
is.....	53 00	.. ..	53 00
sville.....	159 00	.. ..	159 00
dine.....	94 00	.. ..	94 00
ll.....	145 00	.. ..	145 00
ee.....	167 00	12 00	179 00
rgh.....	in Township.		
stle.....	134 00	.. ..	134 00
Hamburg....	115 00	.. ..	115 00
arket.....	83 00	43 00	126 00
a.....	140 00	20 00	160 00
oke.....	in Township.		
outh.....	in Township.		
n.....	159 00	24 00	183 00
w.....	in Township.		
ond.....	in Township.		
s Falls.....	108 00	.. ..	108 00
mpton.....	in Township.		
ry's.....	180 00	.. ..	180 00
omas.....	176 00	.. ..	176 00
ord.....	294 00	.. ..	294 00
sville.....	142 00	.. ..	142 00
d.....	154 00	60 00	214 00
n.....	151 00	.. ..	151 00
a.....	126 00	.. ..	126 00
rton.....	in Township.		
loo.....	134 00	.. ..	134 00
nd.....	in Township.		
ille.....	142 00	.. ..	142 00
	$4388 00	159 00	4547 00

Apportionment to Counties for 1859.

Counties.	Common Schools.	Separate Schools.	Total.
1. Glengarry.....	$2182 00	$195 00	$2377 00
2. Stormont.....	1785 00	.. ..	1785 00
3. Dundas.....	2191 00	.. ..	2191 00
4. Prescott.....	1804 00	62 00	1866 00
5. Russell.....	785 00	.. ..	785 00
6. Carleton.....	3371 00	43 00	3414 00
7. Grenville.....	2312 00	35 00	2347 00
8. Leeds.....	3797 00	58 00	3855 00
9. Lanark.....	3290 00	.. ..	3290 00
10. Renfrew.....	2000 00	.. ..	2000 00
11. Frontenac.....	2452 00	114 00	2566 00
12. Addington...	2111 00	7 00	2118 00
13. Lennox.....	854 00	.. ..	854 00
14. Prince Edward.	2201 00	36 00	2237 00
15. Hastings.....	4052 00	40 00	4092 00
16. Northumberland	3982 00	26 00	4008 00
17. Durham.....	3572 00	.. ..	3572 00
18. Peterborough..	2074 00	.. ..	2074 00
19. Victoria.....	1923 00	.. ..	1923 00
20. Ontario.....	4206 00	.. ..	4206 00
21. York.....	6260 00	137 00	6397 00
22. Peel.....	2875 00	.. ..	2875 00
23. Simcoe.....	4102 00	117 00	4219 00
24. Halton.....	2192 00	.. ..	2192 00
25. Wentworth....	3266 00	.. ..	3266 00
26. Brant.....	2299 00	.. ..	2299 00
27. Lincoln.....	2011 00	41 00	2052 00
28. Welland.....	2311 00	.. ..	2311 00
29. Haldimand....	2825 00	55 00	2880 00
30. Norfolk.....	3004 00	8 00	3012 00
31. Oxford.....	4449 00	.. ..	4449 00
32. Waterloo.....	3549 00	151 00	3700 00
33. Wellington....	4177 00	130 00	4307 00
34. Grey.....	3271 00	.. ..	3271 00
35. Perth.....	3007 00	43 00	3050 00
36. Huron.....	4845 00	.. ..	4845 00
37. Bruce.....	2003 00	40 00	2043 00
38. Middlesex....	5125 00	21 00	5146 00
39. Elgin.....	3422 00	.. ..	3422 00
40. Kent.....	2552 00	22 00	2574 00
41. Lambton.....	2274 00	.. ..	2274 00
42. Essex.....	2130 00	46 00	2176 00
	$122893 00	1427 00	124320 00

	Common Schools.	Separate Schools.	Total.
Total Counties.....	122893 00	1427 00	124320 00
" Cities.....	8915 00	3898 00	12813 00
" Towns.....	8340 00	1901 00	10241 00
" Villages.....	4388 00	159 00	4547 00
	$144536 00	$7385 00	$151921 00

Additional sum reserved for any Roman Catholic Separate Schools which may be established during 1859, (to be deducted from next year's apportionment)..... 579 00

Grand Total..... $152500 00

OTE.—The school moneys apportioned to the various counties, cities, towns and villages, as per the foregoing ent, are payable to the Toronto agents of the local treasurers. Wherever the apportionment is withheld, it has wing to the omission or neglect on the part of the local school authorities to comply with the school law and to mit to the Educational Department the necessary reports or audited returns required by law.

Appendix G.

OFFICIAL CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE VARIOUS RELIGIOUS BODIES IN REGARD TO RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS OF UPPER CANADA.

SIR,—I have the honor to transmit herewith a copy of the Regulations which the Council of Public Instruction has adopted according to law, in reference to Religious Instruction in the Common Schools of Upper Canada ;* and I respectfully request that you will have the kindness to lay these Regulations, as well as this letter, before the [Synod, Union or Conference, &c.,] for their consideration, and the expression of their views, as to whether the said Regulations are satisfactory, or whether, in their opinion, any further (and if so, what further) provisions can, in their judgment, be made for Religious Exercises and Instruction in Schools consisting of children of different religious persuasions.

I beg to be informed of the result of the deliberations desired, as also of your own views on the important question of Religious Exercises and Instruction in the Public Schools of this country, composed, as they are, of pupils of various religious persuasions,—a question which has engaged my anxious inquiries and consideration for many years.

I have recently caused to be forwarded to each of the various Clergy in Upper Canada, as far as I could ascertain their addresses, a copy of my last Annual Report, containing an account, from official documents, of the National School System in Ireland and England, in order that the Ministers, as well as the Municipal and School Representatives of the people, may be able to judge of the merits of our own School System as compared with the systems which have been adopted in Great Britain and Ireland, for the promotion of elementary education. In Ireland, every possible effort has been made to ascertain to what extent, and in what form, religious can be combined with secular instruction in mixed schools. The results of the varied and long tried experiments are given in the documents referred to, and seem fully to justify the course which has been adopted in Upper Canada on this subject.

Nevertheless, if anything more can be done for the improvement of our School System in this, or indeed in any other respect, I shall be happy to do what I can to accomplish it: and for this purpose I desire to avail myself of the results of your own reflection and observation, as well as of those associated with you in promoting the interests of religion through the agency of your Church.

* These Regulations will be found on pages 186-188 of this Report.

I think it proper, at the same time, to state summarily the principles on which our Public School System is founded, and which I have employed my best endeavors to guard and carry into effect. The following principles lie at the foundation of our School System:—

1. The right of each Municipality to arrange its School Sections or divisions at its own discretion.

2. The right of the School-rate payers in each division to select, through their elected representatives, their own teacher, and to establish and support their School in such manner as they shall judge best, simply restricting the amount of rate-bills on pupils so as not to be oppressive to the poorer parents.

3. The equal protection of the rights of Protestants and Roman Catholics in the Schools, against compulsion on the part of the Government as also from any other quarter. In a letter addressed by me, in July, 1849, to the first Law Officer of the Crown in Upper Canada, this principle was stated in the following words; "I have not assumed it to be the duty, or even constitutional right, of the Government to *compel* anything in respect to religious books or religious instruction, but to *recommend* the Local Trustees to do so, and to provide powers and facilities to enable them to do so within the wise restriction imposed by law. I have also respected the rights and scruples of the Roman Catholic as well as those of the Protestant; and while I would do nothing to infringe the rights and feelings of Roman Catholics, I cannot be a party to depriving Protestants of the text-book of their faith—the choicest patrimony bequeathed to them by their forefathers, and the noblest birthright of their children."

4. The inviolable right of each parent in regard to the religious instruction of his children.

5. The right of each Clergyman or Minister to visit each School within his own charge or prescribed field of labour. The 33rd section of the School Act of 1850, specifies the rights and duties of School Visitors, and provides for the formation of associations among them for promoting education and knowledge.

6. The right of each Clergyman or Minister, or his representative, to the use of each School-house within his charge, during one hour each week, from four to five o'clock in the afternoon, for the special religious instruction of children of his own persuasion attending the School.

I have attached the greatest importance to securing the confidence and co-operation of the Ministers and Members of several religious persuasions of the country in support of the system of public instruction. In the letter above quoted, addressed by me to the first Law Officer of the Crown for Upper Canada (the late Hon. R. Baldwin), dated 14th July, 1849, it was remarked:—"Be assured that no system of popular education will flourish in a country which does violence to the

religious sentiments and feelings of the Churches of that country. Be assured, that every such system will droop and wither which does not take root in the Christian and patriotic sympathies of the several religious persuasions, both Ministers and Laity,—for these in fact make up the aggregate of the Christianity of a country. I think there is too little Christianity in our Schools, instead of too much; and that the united efforts of all Christian men should be to introduce more, instead of excluding what little there is."

But while our public schools should be invested with the highest Christian character possible, the accomplishment of this object depends much less upon general regulations than on the exercise of the powers with which the law expressly invests the County Boards of Public Instruction and the local managers of the schools, to whom alone appertains the licensing and selection of Teachers and the oversight of each school. I am also aware that the religious teaching by the teacher of a mixed school, even supposing him to be ever so well qualified, must be determined by what is held in common of the religious persuasions of the parents supporting the school,—chiefly the Ten Commandments and our Saviour's summary of them,—embracing indeed the whole duty of man; but that the teaching of the Catechism of any religious persuasion (if taught at all) must be a matter of private arrangement between the parents of each child and the teacher, and cannot be a part of the official teaching in a school supported by public grants and taxes for all classes of citizens in common, but not for any religious persuasions in particular.

In addition, therefore, to the general spirit and character of our school system, it assumes that the special religious training and nurture of children,—that which under the Divine blessing, prepares them for the Church of God on earth and in Heaven,—appertains, not to the Government, or the day-school teacher partly supported by Government, and partly by public taxes, but to the parents and pastors of the children in their domestic and Church relations. This accords with the inherent rights of parents and pastors; with the teachings of the Holy Scriptures and of the canons or formularies of the several religious persuasions; with the appropriate functions of a mixed day school; with the best interests of youth and of religion throughout the country.

With these remarks I beg to refer you again to the appended Regulations; and should there be no meeting of the authorities of your Church between this and the 1st of next January, may I request that you will have the goodness to communicate to me, as early as convenient, your own views on the important subject herein submitted, and what you believe to be the views of the members of your Church in Upper Canada.

I have the honor to be,

.....

Your obedient servant,

(Signed.) E. RYERSON,

Chief Superintendent of Education for U.

EDUCATION OFFICE,
Toronto, 31st May, 1859.

The only replies and reports of proceedings in regard to the circular, which have yet been received, are as follows:

Free Presbyterian Church of Canada.

"Rev. Mr. Kemp brought up the report of the committee appointed to consider Dr. Ryerson's letter. The committee recommended the Synod to adopt the following resolution:—The Synod having had under consideration a letter from the Rev. Dr. Ryerson, Superintendent of Education, C. W., on the subject of christian instruction in common schools, regards such communication as partaking of the nature of a private document and therefore not calling for special consideration at its hands. The Synod would, however, in this connexion, refer to its previous action on the question of separate schools in June, 1856, in which it expresses strong views adverse to the continuance of such institutions established for sectarian ends. In regard to other aspects of this question the Synod appoint a committee to watch over any legislation that may be proposed, during the next session of the Legislature, in regard to education, seeing that it be based on scriptural principles. The report was adopted."

Congregational Union of Canada.

"The committee appointed in reference to the circular of Dr. Ryerson, stated that it was not prepared with a report, but recommended that the Union resolve itself into a committee of the whole to take the subject into consideration. The recommendation was adopted, and the Union accordingly went into committee, Rev. F. H. Marling in the chair. A discussion of some length then ensued. It was ultimately resolved that the chairman appoint a committee to consider the subject brought before the Union in the circular, and present a report at the next annual meeting. The committee rose and reported, and the resolution was adopted. The chairman nominated as the committee—Revs. E. Ebbs, J. Wood, D. McAllum, William Hay, and Charles Whitton, Esq."

Wesleyan Methodist Church in Canada.

"The committee to whom was referred the circular of the Chief Superintendent of Education submitted its report, and the following resolution:—'That the Conference earnestly recommends the ministers of this body to avail themselves of the facilities afforded by the regulations of the Council of Public Instruction, and to visit the public schools as frequently as possible at the times prescribed, for the purpose of communicating religious instruction.'"

Appendix H.

ADDRESS TO HON. FRANCIS HINCKS.

By the Council of Public Instruction for Upper Canada, on the occasion of his visit to Upper Canada, April, 1859.

The subjoined Address was presented to His Excellency Hon. Francis Hincks in the Normal School, on Saturday the 23rd of April. Hon. S. B. Harrison, Q.C., Chairman of the Council, read the Address. In addition to the members of the Council of Public Instruction, several gentlemen were present, who took a lively interest in the proceedings. The address was as follows:

To His Excellency the Hon. Francis Hincks, Governor-in-Chief of Barbados and the Windward Islands of the West Indies.

MAY IT PLEASE YOUR EXCELLENCY:

The Council of Public Instruction for Upper Canada cordially welcomes you to the country of your former public life, and especially to this Establishment, for the completeness of which, including its grounds, its Educational Offices, its Normal and Model Schools, Museum and Depositories of School Apparatus and Libraries, the country is largely indebted to your exertions. We are happy to avail ourselves of this occasion to acknowledge that the means for procuring these grounds and erecting these buildings were recommended by you to the Canadian Legislature in 1850; that the General School Act itself of that year, under the authority of which we have provided these structures and matured our present system of public instruction for Upper Canada, was introduced by you into the Legislature, and became law by means of your advocacy and efforts in connection with those of your truly patriotic colleague, the late lamented Honorable Robert Baldwin, who, at that time with yourself, first proposed the fundmental principle of our school system: namely, the right of the freeholders and householders in each municipality to provide for the education of their children in their own way, without being superseded in any respect, but aided to the utmost extent possible, by the encouragement and co-operation of Government, whose only restrictive interposition is to insure individual right of conscience, parental supremacy in matters of religion, and the expenditure of public school monies for the payment of duly qualified teachers.

It was also when you were first Minister of the Crown in Canada, and on your recommendation, that our Grammar and Supplementary School Acts of 1853 and 1854, were submitted to the Legislature Under the operation of these acts, our Grammar Schools have been incorporated into a general system and greatly improved, Maps, Globes, and various apparatus have been provided for the public schools

generally, and Libraries to the extent of nearly two hundred thousand volumes have been established by municipal and local school authorities.

It affords us great satisfaction to be able to add, that successive administrations of Government, and all political parties of Upper Canada, have maintained inviolate the great principles of that system of public instruction in the establishment of which you took so conspicuous and leading a part.

We are sure it will afford you pleasure to learn, that in Upper Canada, the population of which, according to the census taken in 1851, was less than a million, the number of children in Common Schools, according to the last annual returns in 1857, was 272, 737, and the amount provided by the people for their education was upwards of one million two hundred thousand dollars—an increase of more than three hundred per cent, since 1850, with a corresponding improvement in the character and fittings of the school-houses, and the methods and quality of instruction given.

We sincerely congratulate your Excllency on the high honor which our Gracious Sovereign has been pleased to confer upon you, and on the success of your Government in the West Indies. We assure you of our earnest wishes and prayers for your future prosperity and happiness.

Department of Public Instruction, Toronto, 23d April, 1859.

The Hon. Mr. Hincks' reply was as follows:

Gentlemen,—I thank you most sincerely for the cordial welcome which you have extended to me on the occasion of this transient visit to my adopted country, and for the flattering notice which you have taken of my humble efforts to promote the success of the educational system of Upper Canada during the period when I had the honor of serving as one of the Ministers of the Crown for this Province.

It is most gratifying to me to learn from your statistics that the people have of late evinced even greater zeal than they did formerly in the promotion of education.

Your association of my name with that of my lamented friend and former colleague, the late Hon. Robert Baldwin, C.B., affords me a suitable opportunity of expressing the poignant regret which I felt on hearing of the death of that truly upright man.

Let me once more thank you, gentlemen, for the unexpected honor conferred on me by your address, and let me assure you of my best wishes for the success of your efforts in the promotion of education.

Appendix I.

THE FREE PUBLIC LIBRARIES OF UPPER CANADA, &c.

No. 1.—*General principles on which Books have been selected for the Public School Libraries in Upper Canada; extracted from the Minutes of the Council of Public Instruction, dated 2nd August*, 1853.

The Council of Public Instruction for Upper Canada deems it proper to state its principles of proceeding in performing the important and responsible task of selecting books for these public school libraries.

1. The Council regards it as imperative, that no work of a licentious, vicious, or immoral tendency; and no works hostile to the Christian religion, should be admitted into the libraries.

2. Nor is it, in the opinion of the Council, compatible with the objects of the public school libraries, to introduce into them controversial works on theology, or works of denominational controversy; although it would not be desirable to exclude all historical and other works, in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

3. In regard to books on ecclesiastical history, the Council agrees in a selection from the most approved works on each side.

4. With these exceptions, and within these limitations, it is the opinion of the council that as wide a selection as possible should be made of useful and entertaining books of permanent value, adapted to popular reading, in the various departments of human knowledge—leaving each municipality to consult its own taste and exercise its own discretion in selecting books from the general catalogue.

5. The including of any books in the general catalogue, is not to be understood as the expression of any opinion by the council, in regard to any sentiments inculcated or combated in such books, but merely as an acquiescence on the part of the council in the purchase of such books, by any municipality, should it think proper to do so.

6. The general catalogue of books for public school libraries, may be modified and enlarged from year to year, as circumstances may suggest, and as suitable new works of value may appear.

No. 2. Remarks on the foregoing by the Chief Superintendent of Education.

In addition to the recognition of these principles, the Chief Superintendent has deemed it essential, in a national system of public school libraries, to provide for the accomplishment of the following objects:

1. The prevention of the expenditure of any part of the library fund in the purchase and circulation of books having a tendency to subvert public morals or vitiate the public taste.

2. The protection of local parties from imposition, by interested itinerant book vendors, in regard to both the prices and character of books introduced into their libraries.

3. The placing of the remotest municipalites upon an equal footing with those adjoining the metropolis, in regard to the terms and facilities of procuring books, with the single exception of their transmission—which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring, and rendering equally acceptable to all the school municipalities of the land, a large variety of attractive and instructive reading books, and that upon the most economical and advantageous terms.

5. The removal of all restrictions upon local exertion, either as to the sums raised or the manner of raising them, whether in a school section, or township, or county, and the encouragement of such exertions, by proportioning in all cases, the amount of public aid to the amount raised by local effort.

No. 3.—Departmental Notices to Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES. (See page lxxviii.)

"Township and County Libraries are becoming the crown and the glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September*, 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred* per cent. upon all sums which shall be raised from local sources by Municipal Councils and School Corporations for the establishment or increase of Public Libraries in Upper Canada under the regulations provided according to law. Remittances must not be in less sums than five dollars. Catalogues and forms furnished on application.

PRIZES IN SCHOOLS. (See page lxxxv.)

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School

Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools. Catalogues and forms furnished on application.

SCHOOL MAPS AND APPARATUS. (See page lxxxiv.)

The Chief Superintendent will add one hundred per cent. to any sum or sums not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the department when so desired. Catalogues and forms furnished on application.

Appendix J.

EDUCATIONAL MUSEUM FOR UPPER CANADA.

No. 1. Rules for Admission of Visitors to the Educational Museum, Toronto.

I. The Museum is open daily for exhibition, (Sundays and holidays excepted,) from 9 A. M. until 5 P. M.

II. All persons are freely admitted, upon registering their names in the Visitors' Book at the Education Office.

III. Sticks and umbrellas to be left in the Visitors' room.

No. 2. Character and Objects of the Museum.

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people. It consists of a collection of school apparatus for Common and Grammar Schools, of Models of Agricultural and other implements, of specimens of the Natural History of the country, Casts of Antique and Modern Statues and Busts, &c., selected from the principal Museums of Europe, including busts of some of the most celebrated characters in English and French History; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British

House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a museum in connection with this Department.

No. 3. Principal Contents of the Museum.

2. The Museum contains a large selection of objects of art, models, &c., arranged under the following heads, as detailed in the Report of 1856, page 246.

I. Sculptures: * 1. Antique.
2. Modern.
3. Architectural.

II. Paintings: 1. Italian School.
2. Flemish School.
3. Dutch School.
4. Miscellaneous Dutch and Flemish.
5. German School.
6. French School.
7. Spanish School.

III. Engravings: 1. On Steel and Copper.
2. Lithographs.

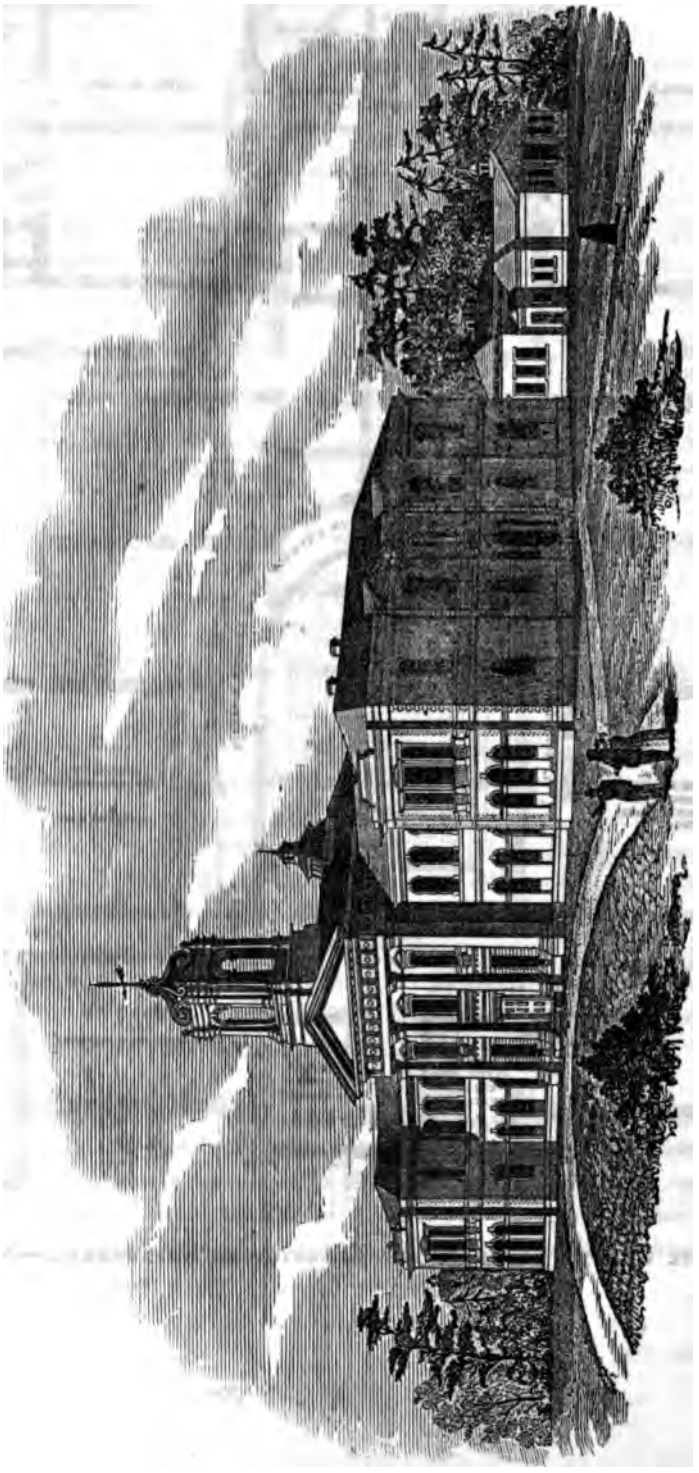
IV. Works Illustrating the History of Art, &c.:
1. In French and Italian.
2. In English.

V. Other Objects of Interest:
1. Illustrations of Mediæval History, Figures in Armour, Weapons, &c.,
2. Maps and Plans in Relief.
3. Specimens of Natural History.
4. Geological Specimens.
5. Models of Agricultural Implements.
6. Philosophical Models and School Apparatus.

* Photographs of some of these statues and busts, &c., may be obtained at the Education Office. Price from 25 cents to 60 cents each.

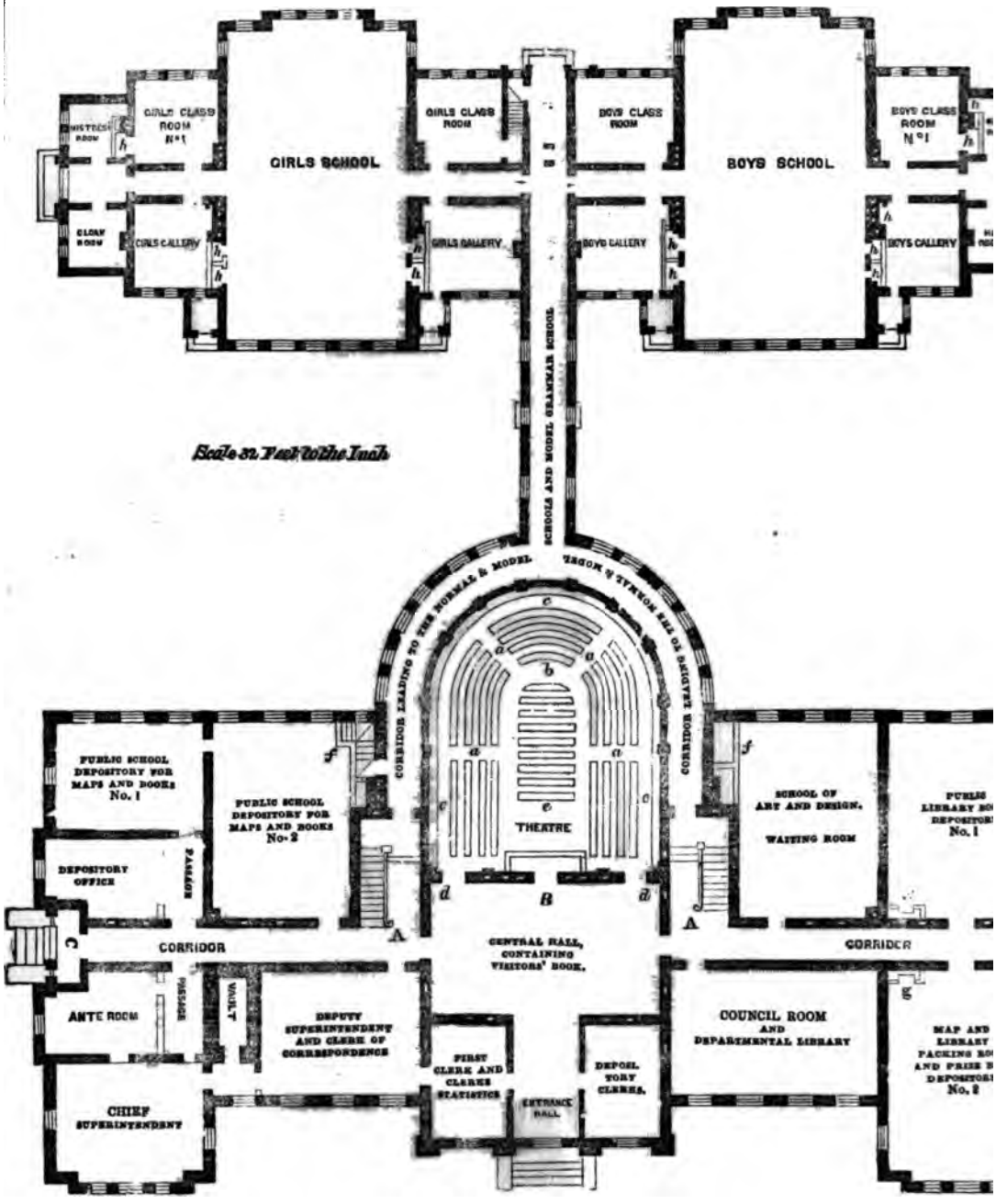
Appendix K.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

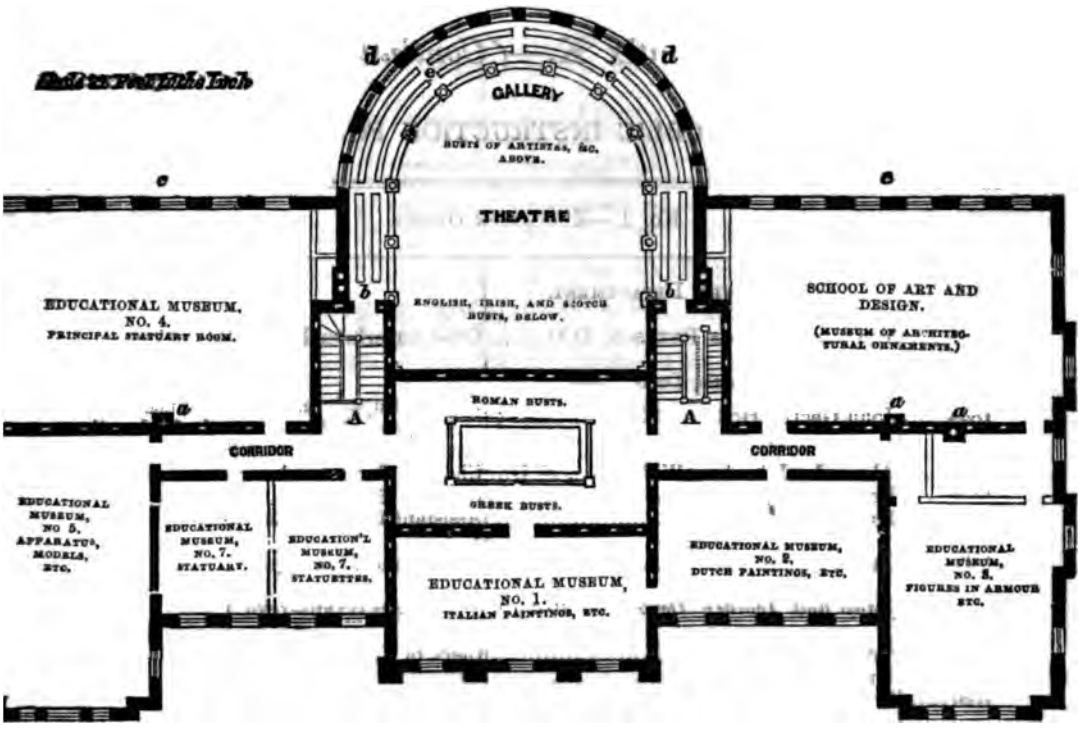


DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

(The Education Offices are on the First Floor to the left; the Museum Rooms up Stairs, and the Normal School and Model Grammar School in the new building in the rear, facing Gerrard Street.



PLAN OF THE GROUND FLOOR OF THE EDUCATIONAL DEPARTMENT.—No. 1.



PLAN OF EDUCATIONAL MUSEUM.—FIRST FLOOR OF THE EDUCATIONAL DEPARTMENT.—No. 2.

[*Key to References on Plan No.* 1.—North of the central hall is the theatre, with the lecturer's entrance in the centre, *B*; and side entrances, east and west, *d*, *d*, for the public. Here the aisles are marked *a*, *b*, *c*, with seats arranged between them; the lecturer's platform being placed between *B* and *e*. This portion of the theatre is designed to accommodate 470 persons, and the galleries 150, making in all 620. Around the theatre, and beneath its gallery, are east and west corridors leading to the Normal and Model Schools, and the Model Grammar School in the new building in the rear, facing Gerrard Street. *A*, *A*, staircases leading to the first floor; *C* and *D*, west and east entrances to the Department and the Depository; *f f* and *g g* are ventilators leading from the different rooms to the cupola at the top of the building, where they are discharged.]

[*Key to References on Plan No.* 2.—*A*, *A*, lobbies at the head of the principal staircases leading to the east and west corridors respectively—off which are the rooms of the Museum; *a*, *a*, *a*, ventilators connecting with those from below; *b*, *b*, doors on the first landing, leading to the east and west galleries of the theatre; *c*, *c*, northern tier of windows of the principal statuary room and School of Art; *d*, *d*, northern tier of windows of the theatre gallery; *e*, *e*, aisles and seats of the theatre gallery.

Appendix K.—*(Continued.)*

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

No. 1.—Education Office.

Appointed.	Head of the Department.	
1844.....	The Rev. Egerton Ryerson, D.D.....	Chief Superintendent of Education.
	Officers of the Department.	
1844.....	John George Hodgins, M.A.	Deputy Superintendent of Education, and Assistant Editor, *Journal of Education.*
1854.....	Alexander Marling	Senior Clerk and Accountant.
1852.....	Alexander Johnstone Williamson, M.D...	Clerk of Correspondence.
1856.....	Francis Joseph Taylor	Clerk of Statistics.
1857.....	Herbert Butterworth	Assistant Clerk of Statistics.
1858.....	James Moore.....	Janitor and Messenger.
	(Map and Library Depository Branch.	*See pages* lxxviii–xcvii.*)*
1853.....	Samuel Passmore May.....	Clerk of Libraries.
1856.....	Thomas I. Churchill.....	Depository Salesman.
1857.....	Christopher Alderson	Packer and Messenger.

No. 2—Council of Public Instruction.

1846.....	Hon. Samuel Bealy Harrison, Q.C.	*Chairman.* (Church of England.)
1846.....	Rev. Egerton Ryerson, D.D.....	Chief Superintendent of Education.
1850.....	Right Rev. Armand François Marie De Charbonnel, D.D.	Roman Catholic Bishop of Toronto. (Successor to the late Bishop Power.)
1846.....	Rev. Henry James Grasett, B.D.	Rector of Toronto.
1846.....	Hon. Joseph Curran Morrison, Q.C.....	Presbyterian Church of Canada.
1846.....	James Scott Howard, Esq.....	Church of England.
1850.....	Rev. John Jennings, D.D.	United Presbyterian Church.
1850.....	Rev. Adam Lillie, D.D.	Congregational Theological Institute.
1857.....	Rev. John Barclay, D.D.....	Church of Scotland. (Successor to the late Hugh Scobie, Esq.)
1854.....	Rev. John McCaul, LL.D.....	President of University College. *Member for Grammar School purposes.*
1846.....	John George Hodgins, M.A.	*Recording Clerk.*
	Normal School.	*(See pages* lxxii–lxxv. 123–135.*)*
1847.....	Thomas Jaffray Robertson, M.A.....	Head Master.
1858.....	John Herbert Sangster.....	Second Master.
1858.. ...	Alexander Russell Strachan.....	Writing Master & Teacher of Book-keeping.
1858.....	Henry F. Sefton	Music Master.
1859.....	Alphonse Coulon	Drawing Master.
1852.....	Henry Goodwin.....	Teacher of Gymnastics and Calisthenics.
1848.....	John Murphy.....	Janitor of Normal and Model Schools.
	Inspectors of County Grammar Schools.	*(See Pages* lviii–lxxi, 95–102, 106–123.*)*
1855.....	Rev. William Ormiston, M.A.	
1859.....	George R. R. Cockburn, M. A.	

Appointed.	*Model Grammar School.*	*(See pages 102–106.)*
1858.....	George R. R. Cockburn, M.A.	Rector.
1858.....	Rev. John Ambery, M.A.....	Classical Master.
1858.....	Francis L. Checkley, Sch. T.C.D.....	Mathematical Master.
1859.....	B. F. Fitch, B.A.....	English Master.
1858.....	John Herbert Sangster.....	Lecturer in Chem. and Nat. Philosophy.
1858.....	Emile Coulon.....	French Master.
1859.....	Alphonse Coulon.....	Drawing Master.
1858.....	Alexander Russell Strachan	Writing Master & Teacher of Book-keeping.
1858.....	Henry F. Sefton	Music Master.
1852.....	Henry Goodwin	Teacher of Gymnastics and Calisthenics.
1851.....	Patrick O'Neill	Janitor and Messenger.
	Boys' Model Common School.	*(See pages 124, 129.)*
1858.....	James Carlyle	Master of the School.
1858.....	John Clark Disher.....	First Assistant.
1859.....	Alexander Campbell.....	Second Assistant.
	Girls' Model Common School.	*(See pages 124, 129.)*
1852.....	Mrs. Dorcas Clark.....	Mistress of the School.
1855.....	Miss Henrietta Shenick	First Assistant.
1854.....	Miss Helen Clark	Second Assistant.

In the Model Common Schools, Writing and Book-keeping, Drawing, Music, Gymnastics and Calisthenics are taught by the masters of these branches in the Normal School.

1855.....	James Forsyth	Gardener of the Normal School grounds.
1852.....	James Ryan and [1856] Thomas Gray....	Furnace men, and care takers.

No. 3.—Communications to the Department of Public Instruction for Upper Canada.

(1) *The New Postage Law, and the Department of Public Instruction for Upper Canada.*

As but few parties in correspondence with the Educational Department comply with the new postage law in the pre-payment of their letters, (thereby increasing the postage charge by nearly *fifty per cent.*,) the effect has been to swell unduly this item of the contingencies of the Department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service like those of the Cabinet Executive Departments, goes free. But this is an entire mistake ; as the Educational Department forms an exception, and its contingent expenses are proportionably increased by a charge from which the other Public Departments of a similar character are exempt. We would suggest, therefore, in future, that the postage on all correspondence with the Department be pre-paid, (as it is on letters, &c., going *from* the Department,) and that thinner paper be used in all cases. Several letters occupying but one

page have been lately received written on large, thick paper, and embracing four pages. Foolscap paper should be used where practicable; and only such portions of it sent as may be written on. All other portions have to be cut off when the letter is filed in the Department.

(2) *Pre-payment of Postage on Books.*

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, as may be necessary.

(3) *Postage Regulation in regard to Grammar and Common School Returns.*

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *should be pre-paid*, at the rate of one cent per oz. *and be open at each end*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

(4) *Communications to the Department.*

1. *Appeals to the Chief Superintendent of Education.*—All parties concerned in the operations of the Grammar and Common School Laws, have the right of appeal to the Chief Superintendent of Education: and he is authorized to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay, and save expense,—it will be neeessary for any parties thus appealing: 1. To furnish the party against whom they may appeal with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer he may judge expedient. 2. To state expressly, in the appeal, that the opposite party has been thus notified, as it must not be supposed that the Chief Superintendent will decide, or form an opinion on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such hearing. Application for advice in Common School matters should, in all cases, be *first* made to the Local Superintendent having jurisdiction in the Municipality.

2. The *Journal of Education* having been constituted by His Excellency the Governor General in Council, the Official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the apportionment, blank reports, Depository, Normal School, etc.

3. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications relating to Schools, for which specific instructions are not furnished by the Department; but they are requested

to use large sized, or foolscap paper. In all communications, however, the *number* of the *School Section*, and the *name* of the *Township* and *Post Office*, with the *Official Title* of the writer, should be given; and also, the *numbers* and *dates* of any previous correspondence on the same subject.

4. *Communications with the Government relating to Schools*, should be made through the Educational Department, Toronto; as all such communications not so made, are referred to the Chief Superintendent of Education, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

5. *Communications relating to the Journal of Education; to the Educational Depository; to Public Libraries; or to the Superannuated Teachers' Fund, School Accounts, Poor Schools, &c.*, should be written on *separate sheets* from letters of appeal, or on legal questions, in order that they may be separated and classified.

No. 4.—Duties of the Department of Public Instruction for Upper Canada.

As many strangers and other persons who receive this Report often express a wish to learn something of the internal management and routine, it may be proper to give some account of the duties of the department itself. When the present school system was first established, the duties of the Education Office were light, as the municipalities and school officers and schools, were less than half in number what they now are, as there was no auditing of school accounts from them, no payment of moneys to them through this office, no *Journal of Education*, no Provincial Normal and Model Schools, no provision for supplying municipalities and school sections with text-books, maps, apparatus and libraries; and the correspondence of the office amounted to less than 500 letters per annum. Since then its duties have so increased and been multiplied, that it has been found necessary to divide the department into several branches, in each of which more labour is required than in the whole office before 1850. The School Act of 1850 more than doubled the duties of this department; and those duties have been much increased by the Supplementary and Grammar School Acts, as well as by the progress of the school system and the growing interest of the country in the advancement of education and knowledge. Some idea may be formed of this increase from the fact, that in 1850 the number of letters received amounted to 1,180, and in 1858, to 7,090. In 1850, the number of letters sent out from the department was 720, and in 1858 (not including circulars) it amounted 4,627. Since 1850, there has therefore been an increase of nearly 700 per cent. in the number of letters received, and sent out by the department; and this increase in the *correspondence*, is but a fair indication of the increased labor in the other branches of the department. The several branches into which the department has been divided, are as follows:

1. *Council of Public Instruction :*—This branch includes the general duties of the Council; its meetings; all matters connected with the Normal, Model and Model Grammar Schools, and the proposed School of Art, such as their supervision, the appointments of masters and teachers, and servants; the auditing and payment of salaries and accounts, the admission of students and pupils, supplying the several schools with text-books, stationery and apparatus, the care, furnishing, and repairs of the buildings, (which have been planned, erected, and completed since 1850,) the care and culture of the grounds—a square of nearly eight acres. The books, stationery, &c., for the students in the Normal School, (varying from 150 to 200,) for the 300 pupils in the Model Schools, and nearly 100 pupils in the Model Grammar School are supplied upon written requisitions from the masters, (see page 129,) and approved in writing by the Chief Superintendent of Education. The requisitions are numbered and fyled, as the authority for anything done or procured, under the general or special orders of the Council, by whom all the regulations respecting the establishment and government of the Common and Grammar Schools, and Public Libraries throughout Upper Canada are sanctioned, and the text-books used in the schools and the books for the Public Libraries are authorized. The law requires the Chief Superintendent of Education to prepare these regulations and all other matters for the consideration of the Council, to conduct all its correspondence and execute its orders. The Chief Clerk in the Education Office is also the Recording Clerk of the Council, and keeps the minutes, and the accounts of all moneys received and expended by it.

2. *Map and School Apparatus Depositories:*—This branch includes the providing of the Normal and Model Schools with text-books and stationery; the purchase of maps, globes and all descriptions of school apparatus for the schools throughout Upper Canada, and correspondence relating thereto. These articles have been furnished to the schools to the amount of several thousand pounds. (See Table O, page lxxxiv.) The collection of school apparatus in this Depository is the most extensive in America, if not in Europe; so much so, that orders have frequently been received from the United States and other places out of Upper Canada for books, maps and apparatus. During the last few years, at the suggestion and under the revision of this department, three maps of British North America have been undertaken—one in New York; one in Edinburgh, by Messrs. W. and A. K. Johnston, Geographers to the Queen; and one in London, by the Messrs. Smiths, publishers of the National School Maps. These British maps of Canada and the Eastern Provinces, are of the same size and style with Johnston's and the National series of large maps of Europe, Asia, &c., and include our latest county and township divisions, lines of railroad, &c., and present for the first time to the British public (besides providing them for the schools both in England and in Canada) maps of Canada on so large a scale, and so complete and comprehensive in detail. A series of maps of various countries is also now being lithographed in Canada under the supervision of the Department. Indeed it is gratifying to state, that the chief part of the maps and apparatus which are now

supplied to the public schools of Upper Canada, by the Educational Depository has been manufactured in Toronto, under the direction of the Department.

This branch of home industry has been gradually introduced and carefully fostered, and renders this reference to it no less a pleasure to the Head of the Department than a just tribute to the energetic and enterprising zeal of the persons who are engaged in its prosecution. It is highly creditable to these parties to state, that their work is generally not only equal in point of excellence to the English and American makers, but, in many cases, it is quite superior, and, at the same time, cheaper. To the attainment of this most desirable object, has the attention of the Department been sedulously directed; while it has also sought to suggest such improvements and alterations as appeared desirable and practicable; and where none were necessary, it was deemed by the Department essential that in point of finish and adaptation to the objects in view, the article of Canadian manufacture should compare favorably with its English or American prototype.

Specimens of the articles manufactured in Toronto, have been exhibited at the several Provincial Fairs, and excited a good deal of attention and commendation. The Apparatus manufactured includes not only school desks and seats, but maps, map-cases and rotary stands; brass orreries, tellurians, globes, geometrical figures, and diagrams; mechanical powers, levers, and various articles of brass work, illustrative of the different branches of natural philosophy.

3. *Public Library Depository*:—This branch includes the procuring and providing books for the Public Libraries, catalogues, regulations and correspondence relating to them. Nearly 4,000 *different works* are contained in the catalogue, the selection and examination of which, for the sanction of the Council of Public Instruction, and arrangements for procuring which, from more than fifty publishers in Great Britain and the United States, have involved an amount of time and labour during more than two years that can hardly be conceived. Not far from 250,000 volumes have been procured, and nearly 170,000 volumes have been supplied to municipalities and school sections, during little more than four years. To obtain and keep up the necessary supply of books, orders for them must be made up and sent off from month to month, the payments made, and the books, when received, must be examined by the invoices, and when received entered at the Custom House and deposited in their respective places. In sending out libraries the following mode of procedure is observed: When an application is received from a municipal or school corporation, with a list of the books desired, (or request that books to a certain amount be selected for them,) the books desired or selected are marked on the margin of the printed general Catalogue, one copy of which is used and retained in the department for each library. On the outside of this catalogue are entered, the name of the municipal corporation or school section, the number of the library, the amount of the local appropriation and governmental apportionment, the value of the selection made by the local authorities, together with such other entries as may be required, such

asthe addr ess of the party to whom the library is to be sent, dates and numbers of letters relating to the library, &c. After having been examined by the Chief or Deputy Superintendent, and such additions made to the selection of books, as will cover the amount of the library desired, the catalogue is sent to the Library Depository, where the books are selected and checked, and carried to the packing room, where they are again called over, checked and packed in boxes, together with the necessary quantity of labels and wrapping paper for covers for the books sent. From this checked catalogue, the invoice is made out and sent to the corporation for whom the library is intended, together with the express, railway or steamboat company's receipt for the boxes delivered.

The pecuniary advantage of this system of libraries to the country may be conceived, when it is considered not only how great a variety of useful books are introduced and made accessible to all parts of Upper Canada, which were never before brought into the country, but that these books have been purchased on most favourable terms, and are supplied at costs and charges, while the entire expense of management, including difference of exchange, transportation, insurance, clerks' salaries, and all contingencies, has not exceeded from fifteen to eighteen per cent. on the sums paid for the books in England and the United States.

4. *Educational Museum :*—This branch includes the procuring, arranging, and keeping in order the several objects of interest in the museum. This collection embraces about 2,000 objects, as already described. See page 175.

5. *Education Office :*—This is, of course, the chief branch of the whole department, not only embracing the management of each of the others, but including the general administration of the Common and Grammar School Laws; explanations to Councils, Superintendents, Trustees, Teachers and others, on doubtful points of law and modes of proceeding; decisions on appeals and complaints; auditing School Accounts; oversight of Normal and Model Schools, and Provincial Certificates for Teachers; paying and accounting for all Legislative Grants for Common and Grammar Schools; furnishing Teacher's Registers, blank Reports and Returns for Trustees, local Superintendents, Clerks and Treasurers of Municipalities, and the *Journal of Education*, (besides editing it,) to each local Superintendent and School Corporation in Upper Canada; examination of applications from poor School Sections in new Townships, the apportionment and payment of Special Grants to them; the same in regard to Superannuated Teachers; the preparation of the General Annual Report, the printing and sending out upwards of 4,000 copies of it to Municipal Councils, Superintendents, and School Corporations; general correspondence relating to the promotion of education; giving proper attention and explanations to many visitors from all parts of Canada and from other countries, who wish to ascertain and witness the arrangements which have been made for supplying the educational wants of the country by means of the Depositories, and Museum, as well as the methods of instruction in the Normal and Model Schools.

Some portions of the work of this branch of the department, thus summarily stated, require much time and labor. Such, for example, as compiling the Annual Report from the returns of nearly 500 School Municipalities and Corporations, each of which requires examination and revision, in order to compile the Chief Superintendent's Annual Report. Where errors are very apparent, the local report is returned, or a letter written requesting explanations. In auditing the School accounts, the receipts and expenditures of each Municipality must be gone over, checked and compared with the return of the preceding year, the certified apportionment of the Legislative School Grant and the County and other Municipal Auditor's reports. Where discrepancies are found, explanations are asked; where misapplications of the School Fund are detected, and where the whole of the sum required by law to be raised in a municipality is not raised, or is not accounted for, the parties concerned are duly notified, and a corresponding sum or sums withheld in paying the next apportionment of the grant, until the deficiencies are made up, and the expenditure of all the moneys raised, duly accounted for according to law. This auditing of school accounts, though a serious task and involving much, and sometimes painful correspondence, secures considerable sums to the School Fund, and introduces into each Municipality and School Corporation the practice of faithfully accounting for the receipt and expenditure of public moneys—an important element of public instruction, as well as of good government.

In regard to *Letters*, each letter received is attached to a blank endorsement, having printed on it the name of the *branch* of the department to which the letter belongs, lines for the number, title or name of the writer, post-office, date of receipt, and references. It is also entered in the *Register of Letters Received*, with the summary of its contents, and numbered; and if it refers to former letters, they are obtained, and their number noted, with such memoranda as may be necessary; should it belong to the Depositories, the order is entered on its appropriate sale list, and in the Despatch Book, and is supplied immediately on its receipt. A copy from each draft of reply, or letter sent from the office must be made—for the Letter Book, and to be addressed to the parties concerned. The date of the reply is also entered on the back of the letter received.

Each branch of the Department requiring them has its appropriate Letter and Account Books, &c.: and a separate account is kept with each branch of the School Fund paid through the department, and in accounting for which, vouchers, numbered, are in every instance, produced to the Audit branch of the Department of the Minister of Finance.

It is only by this strict attention to details, and this separate and methodical arrangement of each branch of the Department that it has been practicable to avoid confusion and embarrasment, to get through with the work undertaken, and to render the department an approved and efficient agency for advancing the educational and social interests of the country. Some idea may be formed of the

gradual progress of work in the department, from the following statement of the correspondence of it since 1850:

During the years.....	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.
Number of letters received.....	1180	2026	2996	4015	4920	5338	5739	6294	7090
Average Number per week	23	39	57	77	95	102	110	121	136
Number of letters sent out	760	1136	1430	1936	2581	3764	3966	3542	4627
Average Number per week	15	22	27	37	50	72	77	68	88

As the County, Township, Town and Village Councils, Trustees and others, have thought proper, voluntarily and almost unanimously, to make this Department a sort of Court of Equity, and to apply to it for information and advice on all doubtful matters, and matters of difficulty or difference, the Chief Superintendent of Education has deemed it his duty not to limit his replies to the dry technicalities of law, but to do all in his power to reconcile differences, and settle difficulties, and aid and encourage by counsel, suggestions and persuasions the parties addressed, to avail themselves of the facilities afforded for promoting education and knowledge among the youth of the country.

It is only during the last few years that the system of Common School Instruction has been fully brought into operation; and it was only in 1855 that the regulations for the better organization and management of the Grammar Schools were published. No power has been employed but that of persuasion; and no attempt has been made to advance faster than the felt necessities and convictions of the country would justify. To educate the people through themselves, is the fundamental principle of the School system; and to assist them to advance their own best interests and manage their own affairs, has been the spirit and sole object of its administration.

There is no such thing as a *State School Tax* in Upper Canada, the Legislature imposing no school tax, as in the neighbouring States. All the taxes levied and collected for school purposes are the voluntary acts of the local Municipalities. Yet the progress of the school system in its financial aspects is no less gratifying than in those particulars referred to in the foregoing remarks.

5. Documents furnished Annually by the Educational Department to the School Officers of Upper Canada.

The following are furnished gratuitously by the Educational Department of Upper Canada to various school officers, viz.:

1. The *Journal of Education for Upper Canada* is sent monthly to each of ıe Trustee Corporations in the rural school sections; to the Boards of Grammar ıd Common School Trustees; to the Local Superintendents; to the Trustees of ıch of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, c., &c. Total 4,500 copies.

The *Journal* has been constituted the official medium of communicating all epartmental intelligence. It is regularly sent by the publisher, about the first of ıch month, to the official address of the parties above enumerated. Should they il in any case to receive it, immediate notification of the fact should be sent to e Education Office. Missing numbers can generally be supplied. To the pub-:, the price is $1 per annum—payable in advance. Back volumes, since 1848 ıe first year of its existence) can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations, and deport-ent of pupils, are furnished to each of the Grammar and Common Schools, and the Separate Schools, in Upper Canada. Total about 4,000 copies. The egisters are sent annually to the County Clerks, for gratuitous distribution, rough the Local Superintendents.

3. *The Trustees' Half-yearly Reports* are sent every six months, through the ɔcal Superintendents, to the Trustees of each School Section. Those for the rammar Schools and Roman Catholic Separate Schools, are sent direct from the epartment. Total sent out annually, 7,500 copies.

4. *The Trustees' Blank Annual Reports* are annually sent, through the Local ıperintendents, to each of the Trustee Corporations in the rural school sections. ɔtal about 4,000 copies.

5. *The Blank Annual Reports*, from which the General Annual Report of the epartment is compiled, is sent to the Local Superintendents and Boards of Com-on School Trustees and Boards of Grammar School Trustees. Total number nt out annually, 600 copies.

6. *Auditors', Treasurers', and Sub-Treasurers' Returns* are sent to about 450 these officers, to be filled up and returned.

7. *The Chief Superintendent's Annual Report* to His Excellency the Governor ɜneral, printed by order of the House of Assembly, is also sent to each of the ral Trustee Corporations; to Boards of Common School Trustees, in cities, wns, and villages; to Boards of Grammar School Trustees; to Boards of Public struction; to Local Superintendents; and to Separate School Trustees, besides pies to other parties. Total number sent out annually, about 4,500.

8. *Various Forms.*—Forms are also sent, from time to time, to Superannuated ɜachers, Trustees, (for Maps), Normal School Students, &c. About 800 copies

Recapitulation.—Total number of copies prepared, or printed, and sent out annually from the Educational Department for Upper Canada :—

		Copies.
1.	Journal of Education	4,500
2.	School Registers	4,000
3.	Trustees' Blank Half-yearly Reports	7,500
4.	Trustees' Blank Annual Reports	4,000
5.	Local Superintendents' Blank Annual Reports	600
6.	Auditors' and Treasurer's Blank Returns	450
7.	Chief Superintendent's Report	4,500
8.	Various Forms, about	800
9.	Letters, &c., sent and received	11,717
10.	Circulars, about	800
	Grand total per year	38,867

No. 6.—LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA.

Appointment of Local Superintendents of Townships.

The 27th Section of the Upper Canada School Act of 1850 makes it the duty of each County Municipal Council, * * * * *

Thirdly. To appoint annually, a Local Superintendent of Schools for the whole County, or for any one or more Townships in such County, as it shall judge expedient; to fix (within the limits prescribed by the thirtieth section of this Act), and provide for the salary or salaries of such Local Superintendent or Superintendents: *Provided* always, that no such Local Superintendent shall have the oversight of more than one hundred Schools; and provided also, that the County Clerk shall forthwith notify the Chief Superintendent of Schools of the appointment and address of each such Local Superintendent, and of the County Treasurer: and shall likewise furnish him with a copy of all proceedings of such Council, relating to the School assessments and other educational matters.

Salaries of Local Superintendents of Schools.

XXX. And be it enacted, that each Local Superintendent of Common Schools appointed as provided for in the twenty-seventh section of this Act, shall be entitled, annually, to not less than four dollars per School placed under his charge, together with any additional allowance which the Council appointing him shall grant; and such Superintendent shall be paid the same in quarterly instalments by the County Treasurer.

(1) *The Townships.*

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
	I. County of Glengarry.				
1	Hector McRae	27	23	Charlottenburgh	Williamstown.
2	Angus McDonnell	18	15	Kenyon	Kenyon.
3	Alex. L. McBain	16	15	Lancaster	Lancaster.
4	Rev. D. Macdonald, B.A.	17	17	Lochiel	Lochiel.
	II. County of Stormont.				
5	Nadab Eastman	25	24	Cornwall	Cornwall.
6	Rev. Donald Munro	7	7	Finch	South Finch.
7	H. L. Cook, M.D.	24	24	Osnabruck	Osnabruck Centre.
8	Rev. Daniel Gordon	14	12	Roxborough	Athol.
	III. County of Dundas.				
9	William Johnson	25	21	Matilda	Iroquois.
10	Rev. D. C. McDowell	18	17	Mountain	Kemptville.
11	John G. McLaughlin	20	19	Williamsburgh	Morrisburg.
12	Rev. W. M. Pattyson	17	16	Winchester & Cambridge*	Winchester.
	IV. County of Prescott.				
13	Humphrey Hughes	9	9	Alfred	Alfred.
14	Rev. J. G. Armstrong, B.A.	16	14	Caledonia and Hawkesbury West	Hawkesbury.
15	James Gamble	19	18	Hawkesbury, East	East Hawkesbury.
16	David Pattee	6	6	Longueuil	Longueuil.
17	Henry Smith	9	9	Plantagenet, North	Plantagenet Mills.
18	James Frith	7	5	Plantagenet, South	Riceville.
	V. County of Russell.†				
19	Rev. John Edwards	4	4	Clarence	Clarence.
20	Rev. Peter Lindsay, A.B.	9	9	Cumberland	Cumberland.
21	Rev. Wm. Craig	6	6	Russell	Russell.
	VI. County of Carleton.				
22	Rev. Wm. McGill	11	11	Fitzroy	Pakenham.
23	Rev. Wm. Loehead	15	15	Gloucester	North Gower.
24	Rev. C. B. Pettit, B.A.	33	29	Goulbourn, Gower North, and Marlborough	Richmond.
25	Rev. James Godfrey	10	7	Huntley	Carp.
26	Rev. John Butler, A.M.	5	4	March	South March.
27	Rev. John L. Gourlay	16	16	Nepean and Torbolton	Aylmer, C. E.
28	Rev. Daniel McPhail	18	15	Osgoode	Osgoode.
	VII. County of Grenville.				
29	James Clapperton	27	26	Augusta	Prescott.
30	Rev. Andrew Melville	26	19	Edwardsburgh	Spencerville.
31	Rev. Joseph Anderson	21	21	Gower South, and Oxford	Heckston.
32	Rev. T. B. Parnell.	20	20	Wolford	Merrickville.

* Cambridge is in the County of Russell.

† For Superintendent of Cambridge, see County of Dundas, above.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
	VIII. County of Leeds.				
33	Lewis Chipman	21	19	Bastard and Burgess South	Harlem.
34	James Bilton	11	9	Crosby North	Newboro'.
35	Rev. John Davidson	16	10	Crosby South	Newboro'.
36	Jacob A. Brown	31	28	Elizabethtown	Brockville.
37	Elisha Landon	6	6	Elmsley South	South Elmsley.
38	Rev. D. Evans	20	17	Kitley	Toledo.
39	Robert McCrum, M.D.	17	17	Leeds & Lansdowne, Front	Gananoque.
40	Henry P. Washburn	12	12	Leeds & Lansdowne, Rear.	Delta.
41	Charles N. Hagerman	22	19	Yonge and Escott, Front	Mallorytown.
42	A. A. Chamberlain	14	9	Yonge and Escott, Rear	Farmersville.
	IX. County of Lanark.				
43	John A. Murdoch	68	53	Bathurst, Dalhousie, Darling, Drummond, Lanark, Lavant, Sherbrooke North, and Sherbrooke South	Perth.
44	Rev. Wm. McCutchin	13	12	Beckwith	Beckwith.
45	James Stanley	5	3	Burgess North	Perth.
46	Rev. John B. Worrell	7	6	Elmsley North	Smith's Falls.
47	Rev. R. Hobbs	20	20	Montague	Merrickville.
48	Rev. Alex'r. Mann, M. A.	7	6	Pakenham	Pakenham.
49	Rev. John McMorine	14	14	Ramsay	Ramsay.
	X. County of Renfrew.				
50	George Brown	5	5	Admaston	Douglas.
51	Rev. James Strain	12	12	Algona, Bromley, Brudenell, Fraser, Grattan, and Sebastopol	Douglas.
52	Rev. H. McMeekin	5	5	Alice and Pembroke	Pembroke.
53	James Brady	5	5	Bagot, Blithfield & Brougham	Bagot.
54	George Ross	6	4	Horton	Renfrew.
55	Rev. S. C. Fraser, M. A.	6	6	McNab	McNab.
56	Alexander Smith	6	6	Ross	Ross.
57	Robert Childerhose	1	1	Stafford	Stafford.
58	Rev. E. H. M. Baker	9	8	Westmeath	Pembroke.
59	Thomas Lett	4	4	Wilberforce	Wilberforce.
	XI. County of Frontenac.				
60	John Anderson	6	5	Bedford, Olden, Oso and Palmerston	Fermoy.
61	John Irvine	18	18	Kingston	Elginburg.
62	Asa Phillips	10	8	Loughboro'	Loughboro'.
63	Rev. C. E. Bower	20	20	Pittsburgh & Howe Island.	Kingston.
64	Thomas R. Dupuy	17	13	Clarendon, Hinchinbrooke, Kennebec and Portland.	Denniston.
65	John Spring	7	7	Storrington	Storrington.
66	Edward Murray	15	15	Wolfe Island	Wolfe Island.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
	XII. County of Addington.				
67	George Wright	5	5	Amherst Island	Amherst Island.
68	Alfred Le Richeux	5	1	Anglesea and Kaladar	Kaladar.
69	Ira Williams	35	25	Camden East	Camden East.
70	Robert Aylsworth	26	23	Ernestown	Odessa.
71	Rev. G. W. White, B. A.	12	12	Sheffield	Camden East.
	XIII. County of Lennox.				
72	John J. Watson	5	5	Adolphustown	Adolphustown.
73	Rev. John Scott	12	12	Fredericksburgh North	Napanee.
74	Rev. Robert Harding	9	8	Fredericksburgh South	Fredericksburgh.
75	Alexander Martin	18	17	Richmond	Napanee.
	XIV. County of Prince Edward.				
76	John B. Denton	88	82	Ameliasburgh, Athol, Hallowell, Hillier, Marysburgh, and Sophiasburgh	Picton.
	XV. County of Hastings.				
77	George Mowat	85	69	Elzevir, Hungerford, Huntingdon, Lake, Madoc, Marmora, Rawdon and Tudor	Madoc
78	Frederick H. Rous	70	63	Sidney, Thurlow & Tyendinaga, including Shannonville	Belleville.
	XVI. County of Northumberland.				
79	Edward Scarlett	124	119	Alnwick, Brighton, Cramahe, Haldimand, Hamilton, Monaghan South, Murray, Percy and Seymour	Castleton.
	XVII. County of Durham.				
80	Rev. Wm. Logan	22	22	Cartwright and Manvers	Cartwright.
81	Rev. T. W. Allen	21	21	Cavan	Millbrook.
82	Rev. Henry Brent	18	18	Clarke	Newcastle.
83	Rev. J. C. Slater	20	20	Darlington	Bowmanville.
84	Duncan Cleghorn	17	17	Hope	Port Hope
	XVIII. County of Peterborough.				
85	T. W. Poole, M. D.	11	9	Asphodel	Norwood.
86	Rev. H. McDowell	4	4	Belmont and Methuen	Norwood.
87	M. Walsh, Senr.	9	9	Douro	South Douro.
88	George A. Hill	8	8	Dummer and Burleigh	Warsaw.
89	James Brennan	3	3	Ennismore	Bridgenorth.
90	Rev. Edward Roberts	14	13	Harvey, Monaghan North, and Smith	Peterborough.
91	Rev. Francis Andrews	14	14	Otonabee	Keene.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
	XIX. County of Victoria.				
92	Rev. D. Wright	11	11	Bexley, Fenelon, Somerville and Verulam	Lindsay.
93	Peter H. Clarke, M. D.	7	5	Camden, Carden and Eldon	Woodville.
94	Rev. J. Goodfellow	14	14	Emily	Omemee.
95	W. H. McLauchlin	20	20	Mariposa	Oakwood.
96	A. Lacourse	11	11	Ops	Lindsay.
	XX. County of Ontario.				
97	Alfred Wyatt	17	16	Brock	Cannington.
98	Rev. G. W. McDougall	9	9	Mara and Rama	Rama.
99	Ebenezer Birrell	23	22	Pickering	Greenwood.
100	Rev. R. Monteath	19	18	Reach and Scugog Island	Prince Albert.
101	J. W. C. Brown	16	16	Scott and Uxbridge	Uxbridge.
102	Rev. D. Watson, M. A.	4	4	Thorah	Beaverton.
103	G. W. Colston	10	10	Whitby	Brooklin.
104	Rev. R. H. Thornton, D. D.	11	11	Whitby East	Oshawa.
	XXI. County of York.				
105	Rev. H. C. Cooper, B. A.	8	8	Etobicoke	Etobicoke.
106	R. H. Evans	8	8	Georgina and Gwillimbury North	Georgina.
107	J. T. Stokes	12	12	Gwillimbury East	Sharon.
108	Rev. J. Adams	20	18	King	Loskey.
109	Rev. G. S. J. Hill, M. A.	23	23	Markham	Unionville.
110	Rev. J. Laing	11	11	Scarborough	Agincourt.
111	D. McCallum	18	18	Vaughan	Woodbridge.
112	Rev. J. Durrant	16	16	Whitchurch	Stouffville.
113	Wm. Watson	23	21	York	Yorkville.
	XXII. County of Peel.				
114	Rev. H. B. Osler	16	13	Albion	Lloydtown.
115	Rev. A. McFaul	16	15	Caledon	Caledon.
116	Rev. J. Pringle	34	26	Chinguacousy and Gore of Toronto	Brampton.
117	W. Hope	26	24	Toronto	Streetsville.
	XXIII. County of Simcoe.				
118	Rev. Michael M. O'Shea	8	7	Adjala	Athlone.
119	R. T. Banting	11	8	Essa	Cookstown.
120	Wm. Harvey	6	5	Flos.	Flos.
121	Rev. Wm. Fraser	17	16	Gwillimbury West	Bond Head.
122	Robert Cox	12	12	Innisfil	Barrie.
123	H. A. Clifford	8	6	Medonte	Craighurst.
124	Moses Hurshaw	13	12	Mono	Orangeville.
125	John Cooper	7	7	Mulmur	Mulmur.
126	Geo. J. Bolster	16	14	Nottawasaga	Creemore Mills.
127	Rev. Thomas B. Read	5	2	Matchedash and Orillia	Orillia.
128	Rev. John Gray	11	8	Oro	Orillia.
129	George Lane	12	11	Sunnidale and Vespra	Barrie.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
	XXIII. County of Simcoe.—(*Continued.*)				
130	William Simpson	16	15	Tecumseth	Bond Head.
131	Rev. S. S. Strong, D. D.	3	3	Tossorontio	Mono Mills.
132	Rev. J. VanLinge	11	10	Vespra	Barrie.
	XXIV. County of Halton.				
133	Rev. J. G. D. McKenzie, M. A.	17	17	Esquesing	Georgetown.
134	Rev. A. J. Macaulay	7	7	Nassagaweya	Nassagaweya.
135	Rev. Thomas Greene, D.D.	13	13	Nelson	Port Nelson.
136	C. Jones, M. D.	16	11	Trafalgar	Trafalgar.
	XXV. County of Wentworth.				
137	R. H. Cradock	17	12	Ancaster	Dundas.
138	Rev. George A. Bull	13	12	Barton and Glanford	Ryckman's Corners.
139	Rev. John Porteous	23	19	Beverley	Kirkwall.
140	Rev. George Cheyne	15	15	Binbrooke and Saltfleet	Tapleytown.
141	Andrew Hall	11	9	Flamborough East	Waterdown.
142	Joseph Webster	10	10	Flamborough West	West Flamboro'.
	XXVI. County of Brant.				
143	Rev. John Alexander	25	20	Brantford	Brantford.
144	Rev. William Hay	35	30	Burford and Oakland	Scotland.
145	Rev. John Dunbar	16	14	Dumfries South	Glenmorris.
146	Daniel McNaughton	6	5	Onondaga	Onondaga.
	XXVII. County of Lincoln.				
147	James Tisdale	11	9	Caistor	Caistor.
148	Rev. Wm. Hewson, A. M.	10	10	Clinton	Beamsville.
149	Jacob Kennedy	16	13	Gainsborough	Smithville.
150	Charles B. Millner	12	11	Grantham	St. Catharines.
151	Jonathan Wolverton, M.D.	16	16	Grimsby	Grimsby.
152	Philip Gregory	12	8	Louth	Port Dalhousie.
153	Thomas McMicking	7	7	Niagara	Queenston.
	XXVIII. County of Welland.				
154	Rev. John Baxter	13	13	Bertie	Point Abino.
155	Alexander Reid	8	8	Crowland	Crowland.
156	M. F. Haney, M. D.	11	10	Humberstone	Humberstone.
157	Jacob Brackbill	15	11	Pelham	Fenwick.
158	Rev. John Roberts	10	9	Stamford	Drummondville.
159	Rev. Charles Walker	11	11	Thorold	Welland.
160	S. S. Hagar	10	10	Wainfleet	Welland.
161	Rev. W. M. Christie	6	6	Willoughby	Chippewa.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
	XXIX. County of Haldimand.				
162	Thomas C. Pinkett	6	5	Canborough	Canborough.
163	Alexander Winram	31	27	Cayuga North, Oneida and Rainham	Cayuga.
164	Abraham Nash	5	4	Cayuga South	South Cayuga.
165	Rev. John Flood	14	14	Dunn, Moulton and Sherbrooke	Dunnville.
166	William Hursell	13	13	Seneca	York.
167	Robert Douglas, M. D.	21	16	Walpole	Jarvis.
	XXX. County of Norfolk.				
168	James Covernton	20	20	Charlotteville	Vittoria.
169	John Walton	11	11	Houghton	Houghton.
170	John Phillipson	12	10	Middleton	Delhi.
171	Jeremiah G. House	24	23	Townsend	Boston.
172	John A. Backhouse	20	18	Walsingham	Walsingham.
173	D. W. Freeman	18	15	Windham	Simcoe.
174	Rev. John Vicars, B. A.	14	9	Woodhouse	Port Dover.
	XXXI. County of Oxford.				
175	Rev. Asahel Hurlburt	13	11	Blandford and Oxford East	Woodstock.
176	Rev. George Murray	22	17	Blenheim	Princeton.
177	Rev. Robert Rodgers	14	13	Dereham	Tilsonburgh.
178	William Murray	15	10	Nissouri East	Lakeside.
179	John A. Tidey	15	15	Norwich North	Norwichville.
180	Rev. John Kennedy	8	8	Norwich South	Otterville.
181	Rev. W. C. Beardsall	14	11	Oxford North and West	Ingersoll.
182	Rev. John Gerrie	13	13	Zorra East	Innerkip.
183	Rev. Donald McKenzie	11	11	Zorra West	Embro.
	XXXII. County of Waterloo.				
184	Robert Brydon	12	10	Dumfries North	Galt.
185	Rev. A. C. Geikie, M.A.	26	24	Waterloo	Berlin.
186	Rev. James Sim	31	30	Wellesley and Woolwich	Hawkesville.
187	Henry Liersch	20	20	Wilmot	Baden.
	XXXIII. County of Wellington.				
188	A. Dingwall Fordyce	68	55	Amaranth, Arthur, Garafraxa, Maryborough, Minto, Nichol, Peel and Pilkington	Fergus.
189	Rev. James Kilgour	42	40	Eramosa, Erin, Guelph and Puslinch	Rockwood.
	XXXIV. County of Grey.				
190	William Ferguson	33	17	Artemesia, Melancthon, Osprey and Proton	Priceville.
191	Thomas Ryan	25	18	Bentinck, Egremont, Glenelg and Normanby	Mount Forest.
192	Andrew Grier	25	25	Collingwood, Euphrasia and St. Vincent	Griersville.
193	Thomas Gordon	39	39	Derby, Holland, Sullivan, and Sydenham	Owen Sound.

Local Superintendents of Schools in the several Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
			XXXV. County of Perth.		
194	Rev. E. Smith	13	13	Blanchard	St. Mary's.
195	Rev. E. Patterson	17	14	Downie and Ellice	Stratford.
196	Rev. T. McPherson	15	14	Easthope North and South.	Stratford.
197	Rev. A. A. Drummond	12	12	Elma and Mornington	Musselburg.
198	Rev. C. Drinkwater	7	6	Wallace	Glenallan.
199	Rev. Robert Hamilton	19	14	Fullarton, Hibbert & Logan	Avonbank.
			XXXVI. County of Huron.		
200	John Nairn	36	36	Ashfield, Colborne, Goderich, Stanley and Tuckersmith	Goderich.
201	John Atkinson	23	22	Biddulph and McGillivray.	McGillivray.
202	William Sloan	29	29	Grey, Howick, Hullett, Morris, Turnberry and Wawanosh	Harpurhey.
203	David Miller, Senior	26	26	Hay, Stephen & Usborne	Exeter.
			XXXVII. County of Bruce.		
204	Rev. Kenneth McLennan	22	22	Arran, Elderslie & Saugeen	Paisley.
205	John Eckford	34	27	Brant, Carrick, Culross and Greenock	Dunkeld.
206	Rev. Walter Inglis	30	28	Bruce, Huron, Kincardine and Kinloss	Kincardine.
			XXXVIII. County of Middlesex.		
207	Rev. William Deas	12	12	Adelaide	Wisbeach.
208	A. Campbell	16	14	Carradoc	Komoka.
209	Rev. Richard Flood, A. M.	9	9	Delaware	Delaware.
210	D. P. Aylsworth	20	16	Dorchester North	Edwardsburgh.
211	Robert Campbell, Senior	10	10	Ekfrid	Longwood.
212	Rev. James Skinner	10	10	Lobo	Birr.
213	Rev. C. C. Brough, A. B.	31	31	London	London.
214	William McClatchy	6	6	Metcalfe	Katesville.
215	Rev. John Gunne	12	8	Mosa	Victoria.
216	Charles Hardie	14	12	Nissouri West	London.
217	Rev. William Inglis	23	19	Westminster	London.
218	Alexander Levie	13	12	Williams	Williams.
			XXXIX. County of Elgin.		
219	John S. McColl	50	42	Aldborough, Dunwich and Southwold	Aldborough.
220	Rev. E. Sheppard	79	70	Bayham, Dorchester South, Malahide North & South, and Yarmouth	Orwell.
			XL. County of Kent.		
221	David Mills	85	78	Camden, Chatham, Dover East and West, Harwich, Howard, Oxford, Raleigh, Romney, Tilbury East and Zone	Clearville.

Local Superintendents of Schools in the various Municipalities.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.	Post Office Address.
	XLI. County of Lambton.				
222	Howard Wiseman	12	11	Bosanquet	Pine Hill.
223	William Benner	9	9	Brooke	Alvinston.
	(Same as No. 216)	18	14	Dawn and Euphemia	Florence.
224	Wellington Brichan	7	7	Enniskillen	Colinville.
225	Rev. Alexander Williams	14	13	Moore	Moore.
226	Rev. W. Troup	13	13	Plympton	Errol.
227	Rev. D. Walker	6	5	Sarnia	Sarnia.
228	William Paterson	15	13	Sombra	Sombra.
229	Rev. D. McCallum	14	12	Warwick	Warwick.
	XLII. County of Essex.				
230	John Bray	4	4	Anderdon	Amherstburgh.
231	Rev. F. Gore Elliot	13	11	Colchester	Colchester.
232	James King	8	8	Gosfield	Kingsville.
233	John Murray	4	4	Maidstone	Maidstone.
234	Rev. John Hurst	7	7	Malden	Amherstburgh.
235	Jonathan Wigfield	7	7	Mersea	Leamington.
236	Francis Graham	3	3	Rochester	Rochester.
237	Charles A. Casgrain, M.D.	12	11	Sandwich	Sandwich.
238	Alexander Craig	4	4	Tilbury West	Comber.

Appointment of Local Superintendents of Cities, Towns and Villages.

The twenty-fourth and twenty-sixth sections of the Upper Canada School Act of 1850, makes it the duty of the Board of School Trustees of the Cities, Towns, and Villages "to appoint annually or oftener, *firstly*, a * * * Superintendent of Schools; and *thirdly*, * * * to determine * * * the salary of the Superintendent of Schools appointed by them and his duties."

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.
	(2) *The Cities.*			
239	Rev. James Porter	14	14	Toronto.
240	Theodore A. Ambridge	9	9	Hamilton.
241	Rev. A. Wilson	13	13	Kingston.
242	John Wilson, Q.C.	6	6	London.
243	Alexander Workman	14	14	Ottawa.

Local Superintendents of Schools in the several Cities, Towns and Villages.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.
	(3) *The Towns.*			
	(Same as No. 235)	3	3	Amherstburgh.
244	Not Reported	3	3	Barrie.
245	Benjamin Walton, M. D.	5	5	Belleville.
	(Same as No. 83) Darlington P. O.	2	2	Bowmanville.
	(Same as No. 144)	10	10	Brantford.
246	Rev. J. T. Lewis, LL.D.	2	2	Brockville.
247	Rev. Angus McColl	4	4	Chatham.
248	Rev. George Bell, B. A.	2	2	Clifton.
249	N. W. Powell, M.D.	6	6	Cobourg.
250	J. H. Lawrence	1	1	Collingwood.
251	Rev. Hugh Campbell	4	4	Cornwall.
252	Rev. M. Y. Stark	2	2	Dundas.
253	Rev. John James	1	1	Galt.
254	Not Reported	1	1	Goderich.
255	Rev. Robert Torrance	7	7	Guelph.
256	Not Reported	*	*	L'Orignal.
257	Rev. John Vicars	2	2	Lindsay.
258	Rev. Francis Tremayne	1	1	Milton.
259	John Rogers	3	3	Niagara.
260	Rev. James Nesbit	1	1	Oakville.
	(Same as No. 194)	1	1	Owen Sound.
261	Rev. Anthony Scott	2	2	Paris.
262	W. M. Shaw †	2	2	Perth.
263	Rev. James S. Douglas	1	1	Peterborough.
264	George Gillespie, M.D.†	4	4	Picton.
265	Rev. Lewis Warner †	4	4	Port Hope.
266	William M. Hynes	2	2	Prescott.
267	Not Reported	*	*	Queenston.
	(Same as No. 238)	2	2	Sandwich.
268	Rev. G. J. R. Salter, M. A.†	2	2	Sarnia.
269	Rev. Samuel Harris	3	3	Simcoe.
270	Rev. T. B. Robarts, M. A.	3	3	St. Catharines.
271	Nicholas H. J. Westby	3	3	Whitby.
272	Rev. E. H. Dewar, M. A.	3	3	Windsor.
273	Rev. James Cooper	2	2	Woodstock.
	(4) *The Incorporated Villages.*			
	(Same as No. 91) Keene P. O.	*	*	Ashburnham.
274	F. J. Jackson	1	1	Berlin.
275	Rev. John Fletcher, B. A.	1	1	Bradford.
276	Rev. A. T. Holmes †	2	2	Brampton.
277	Not Reported	*	*	Brighton.
278	Henry Bogue, A.M., M. D.	3	3	Caledonia.
	(Same as No. 162)	2	2	Chippewa.
279	J. Wilton Kerr	2	2	Clinton.
280	Not Reported	*		Colborne.
	(Same as No. 189) Fergus P. O.	2	2	Elora.
	(Same as No. 184)	*	*	Embro'.
	(Same as No. 189)	2	2	Fergus.
281	P. T. Kempson, M.D.	1	1	Fort Erie.
	(Same as No. 14)	*	*	Hawkesbury.
282	Conrad Nahrgang	*	*	Hespeler.

* Newly Incorporated—Schools of 1858 are included in the Townships.

† Local Superintendents for 1858; and supposed to be acting still, as no notice has been received by the Department of any *other appointments* for 1859.

Local Superintendents of Schools in the several Cities, Towns and Villages.—(*Continued.*)

	Names.	No. of School Sections.	No. of Schools Reported.	Municipalities.
	(4) *The Incorporated Villages.*—(Continued.)			
283	Rev. Robert Wallace	1	1	Ingersoll.
284	A. Worthington	1	1	Iroquois.
285	Rev. J. C. Quin †	3	3	Kemptville.
286	Alexander Shaw	1	1	Kincardine.
287	Rev. J. Findlay	1	1	Mitchell.
288	Rev. W. B. Lauder, LL.D.	4	4	Napanee.
289	Rev. Gifford Dorey	*	*	Newburgh.
290	Rev. Henry Brent	2	2	Newcastle.
291	Rev. W. L. Bayley	1	1	New Hamburg.
292	Rev. Joseph Hooper	1	1	Newmarket.
	(Same as No. 104)	1	1	Oshawa.
293	Andrew Irving	*	*	Pembroke.
294	Rev. Francis W. Dobbs	*	*	Portsmouth.
295	Otto Klotz	2	2	Preston.
	(Same as No. 54)	*	*	Renfrew.
	(Same as No. 24)	*	*	Richmond.
296	Rev. William Cavan	1	1	St. Mary's.
297	D. W. Rowlands	1	1	St. Thomas.
	(Same as No. 46)	1	1	Smith's Falls.
298	W. S. Scott	*	*	Southampton.
	(Same as No. 197)	1	1	Stratford.
	(Same as No. 117)	2	2	Streetsville.
	(Same as No. 160) Welland P. O.	3	3	Thorold.
299	H. W. Delaney †	2	2	Trenton.
300	Henry A. Gustin	1	1	Vienna.
301	Not Reported	*	*	Walkerton.
302	Moses Springer	1	1	Waterloo.
	(Same as No. 160)	*	*	Welland.
303	James Wickson †	2	2	Yorkville.

SUMMARY.

		School Sections.	Schools open.
(1) 379	Townships	4,069	3,667
(2) 5	Cities	56	56
(3) 35	Towns	94	94
(4) 44	Incorporated Villages	49	49
463	Total	4,268	3,866

Number of Local Superintendents, 303—increase over 1857, 3.

STATEMENT of the Religious Persuasions of the Local Superintendents of Common Schools who are Clergymen.

Total number of Reverend Superintendents, 137.

Church of England	43	Congregationalist	5
Do Rome	2	Methodist	12
Presbyterian	57	Not ascertained	3
Baptist	15		137
Clerical Superintendents			137
Lay do and those not reported			166
			303

* Newly Incorporated—Schools of 1858 are included in the Townships.

† Local Superintendents for 1858; and supposed to be acting still, as no notice has been received by the Department of any other appointments for 1859.

TORONTO:—PRINTED BY JOHN LOVELL, YONGE STREET.

ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN

UPPER CANADA,

FOR THE YEAR 1859,

WITH APPENDICES,

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.



QUEBEC:
PRINTED BY THOMPSON & CO., ST. URSULE STREET.
1860.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

No. 2477. Dr.

EDUCATION OFFICE,
Toronto, 4th May, 1860.

SIR,—I have the honor to transmit herewith, to be laid before His Excellency the Governor General, my Report of the state of the Normal, Model, Grammar, and Common Schools of Upper Canada, during the year 1859, including a Statistical statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from local Reports,* and various documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Upper Canada.

I have the honor to be, Sir,
Your obedient Servant,
(Signed), E. RYERSON.

The Honorable CHARLES ALLEYN, M. P. P.,
Secretary of the Province, Quebec.

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ANNUAL REPORT

OF THE

NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS,

IN

UPPER CANADA,

FOR THE YEAR 1859.

PART 1.—GENERAL REPORT.

To His Excellency the Right Honorable Sir Edmund Walker Head, Baronet, Governor General of Canada, &c., &c., &c.

MAY IT PLEASE YOUR EXCELLENCY:

In presenting my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada, for the year 1859, I am thankful to be able to say, that the general financial depression arising from two successive years of commercial disaster and of failure in the productions of husbandry, has been attended by no decline in the operations of the School system; but that, contrary to reasonable apprehensions, there has been an aggregate advance of $65,331 in the financial doings of Municipalities and School Sections, and a corresponding progress in the attendance of pupils and the improvement of the Schools. This will appear by a reference to the Statistical Tables, as follows:—

THE COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

Receipts

1. The amount apportioned by this Department from the Legislative Grant for Salaries of Teachers, was $152,026; being an increase of $19,502.

2. The amount apportioned for the purchase of maps, apparatus, prizes, and libraries was $6,860; being an increase of $342.

3. The amount provided by Municipal Council assessment was $289,950; being an increase of $19,446.

4. The amount of School Trustees assessment was $535,704; being an increase of $49,131.

5. The amount of rate-bill fees, imposed on pupils attending the schools, was $177,165; being a decrease of $18,713; showing the decline of the *rate-bill*, and the increase of the *free* school systems.

6. The total receipts for Common School purposes in Upper Canada, for 1859, were $1,309,820; being an increase of $65,331 over the receipts of last year.

Expenditures.

7. The amount *expended* for the purchase of school sites and the erection of school-houses was $114,637; being a decrease of $8,935.

8. The amount expended for the rents and repairs of school-houses was $32,751; being a decrease of $1,918.

9. The amount expended for school books and stationery was $85,874; being a decrease of $7,258. (These three are the only items in which there is any decrease in the school expenditures.)

10. The amount expended for maps, apparatus, prizes, and libraries, was $17,456; being an increase of $3,314.

11. The amount expended for the Salaries of Teachers was $859,324; being an increase of $81,708. A gratifying and noble increase under this head!

12. The total expenditure on behalf of Common Schools, for 1859, was $1,110,045; being an increase of $66,910.

II. TABLE B.—SCHOOL POPULATION—PUPILS ATTENDING THE COMMON SCHOOLS.

The school population, according to the legal returns, includes all children from 5 to 16 years of age; but the school population having a legal right to attend the schools, includes all persons from 5 to 21 years of age. The provision of the law giving the right to persons from 16 to 21 years of age was passed after the enacting of the law authorising and defining the returns of school population.

1. The school population (including only the children from 5 to 16 years of age) amounts, according to the returns, to 362,085; an increase of only 1,507. In the cities and towns there is a *decrease* of school population, amounting to 4,500.

2. The number of pupils attending the schools, from 5 to 16 years of age, is 279,490; increase, 12,107. The number of pupils of other ages attending the schools, is 22,102; *decrease*, 4,198. The whole number of pupils attending the schools, is 301,592; increase, 7,909.

3. The number of *boys* attending the schools, is 165,688—increase, 5,055. The number of *girls* attending the schools, is 135,904—increase, 2,854. A larger proportion of girls than boys attend private schools, especially in cities, towns, and villages.

The same table shows the number of pupils in each of the various subjects taught in the schools, and exhibits a gratifying increase of pupils studying the higher subjects.

III. TABLE C.—COMMON SCHOOL TEACHERS—THEIR RELIGIOUS PERSUASION, RANK, SALARIES.

1. The whole number of Teachers employed during the year, was 4,235—increase, 33. The number of *male* Teachers employed, was 3,115—increase 150. The number of *female* Teachers employed, was 1,120—decrease 117.

2. *The Religious Persuasion of Teachers.* The number of members of the Church of England, is 747—increase, 85; of the Church of Rome, 460—increase, 20; Presbyterians of different kinds, 1,196—decrease 63; Methodists of various kinds, 1,236—increase, 54; Baptists, 225—decrease, 15; Congregationalists, 87—increase, 10; for the other persuasions, see the Table.

3. As to the *rank* of Teachers, it appears from the Table that there are 1,015 teachers of the 1st class; increase, 159—of the 2nd class, 2,130—decrease, 35; of the 3rd class, 768—decrease, 115. It is gratifying to note so large a decrease in *third* class teachers and so respectable an increase of the *first* class, especially as the standard in the programme of examination has been recently raised. It appears that heretofore, the County Boards for the most part have *licensed* third class teachers as *a matter of course*, on examination, the same as they have *first* and *second* class teachers. This is at variance with the Regulations, as I have taken occasion to remark during my recent visit to the several Counties. A *third* class certificate should be limited to *one* school section, and to *one* year (as provided in the prescribed form of certificate); and therefore should only be given on special application of Trustees, to meet extreme cases. If this object of *third* class certificates be observed by County Boards, fewer of them will be applied for and given; and the fewer of them given the better for the interests of the schools, as well as for the professional standing of teachers.

4. *Teachers' Salaries.* The *lowest* salary paid any male teacher is $80; and the highest salary is $1400. The *average* salary of *male* teachers, *with board*, is $186—increase, $6. The *average* salary of *male* teachers, *without board*, is $456—increase, $2. The average salary of *female* teachers, *with board*, is $128; *without board*, $245—increase, $3.

IV. Table D.—Schools, School House, School Visits, School Lectures, Time of keeping the Schools open.

1. The whole number of school *sections* is 4,354—increase, 87. The whole number of schools reported as open, is 3,953—increase, 87. The number of school sections in which there are no schools open, or from which no reports are received, is 398—decrease, 3.

2. The number of *free* schools is 2,315—increase, 379. The number of schools reported as *partly* free, 1,498—*decrease*, 162. The number of schools in which a *rate-bill* of *twenty-five cents* per month is charged to each pupil, is 102—decrease, 12; in which a *rate-bill* of less than twenty-five cents is charged, is 36—increase, 23; not reported 2. These returns show the gradual and rapid advance of *free* schools; as the establishment of them is the annual voluntary act of the rate-payers in each school division.

3. The total number of *school houses* reported is 3,944—increase, 250. Of these, 368 are brick—increase, 16; stone, 313—increase, 69; frame, 1,512—increase, 7; log, 1,669; increase, 96; not reported, 82.

4. The number of school-houses built during the year is 146—12 less than the number built the preceding year. Of these 146 school-houses built during the year, 50 were log, 57 were frame, 14 were stone, and 24 were brick.

5. The whole number of official *school visits* reported, is 63,183—increase, 4,242. By Local Superintendents, 8,739—increase, 628; by Clergymen, 5,626—increase, 1,266; by Municipal Councillors, 1,995—increase, 46; by Magistrates, 2,191—increase, 186; by Judges and Members of Parliament, 534—increase 181; by Trustees, 20,480—increase, 270; by other persons, 23,618—increase, 1,665.

6. The whole number of school *lectures* delivered, is 3,104—increase, 147. By Local Superintendents, 2,387—decrease, 2; by other persons, 717—increase, 149.

7. The number of school *examinations* reported, is 6,856; the number of schools in which *prizes* have been awarded and distributed for the encouragement of pupils, 710; number of books distributed as prizes, as per table P, is 12,089. No returns under these heads have been heretofore made.

8. The *average length of time* the schools are kept open is *ten months and fourteen days*—increase, *two days*. This exceeds the average time the schools are kept open in the State of New York by two months and twenty-four days.

V. Table E.—Religious Exercises, Bible, Text Books—Apparatus used in the Schools.

1. It appears that out of 3,953 schools reported, the daily exercises of 2,059 are opened and closed with prayer, an increase of 351; and the Bible or New Testament is used in 2,687, being an increase of 177. The use of the Sacred Scriptures being the acknowledged birth-right of every inhabitant, young or old, in this country, it is not placed in the list of text-books; as its office is, not to be employed in teaching to read, but to teach those who receive it the way to Heaven. Its use is not compulsory, as Government has no more authority to compel the reading of the Scriptures than attending Church. Everything in reference to religious exercises, and the reading of the Scriptures as part of them, appertains to the elected managers of the schools, and the parents and guardians of the children. The Council of Public Instruction has recommended these exercises, and provided aid for their performance for those who approve them; but it is not lawful to compel any pupil to attend them, or to read any religious book, against the wishes of his or her parents or guardians. The law, therefore, fully recognises and protects the rights of conscience and supreme parental authority in all religious matters. Within these protective restrictions, it is gratifying to observe the gradual increase of those Christian observances and exercises in the schools, which indicate the growth and extension of religious principles and feeling in the country. But these short and general exercises are no substitute for that direct and practical religious instruction which it is the duty of pastors and parents to provide for their children, which is the most essential part of their education, and which it is not in the power of the Common School master to impart.

2. This Table also shows that the National books are almost universally used in the schools. For example, the National readers are used in 3,816, and various readers in only 74 schools. The National arithmetic is used in 3,618 schools, and other arithmetics are

used in only 262. With few exceptions, the great object of having a uniform series of books used in the schools may be considered as accomplished.

3. The total number of maps used in the schools, is 16,317; total number of schools using maps, 2408—increase 5; total number of globes used in the schools is 774—increase, 162; schools using blackboards, 3,132, increase—237; &c., &c.

See Table for other particulars, and books used in the various subjects of study.

VI. Table F.—Roman Catholic Separate Schools.

The number of schools reported, is 105—increase, 11. The amount of Legislative grant apportioned, is $7,753—decrease, $777. The amount of Trustees local assessment or rate, $12,931—increase, $5,859. The amount of local subscriptions, is $9,867—decrease, $2,651. The total amount received, $30,563—increase, $2,357. Amount paid to Teachers, $23,003—increase, $6,271. Amount paid for maps, apparatus, and prizes, $352—increase, $57. Amount paid for building and other purposes, $7,207—decrease, $3,972. Number of pupils reported in the schools, 12,994—increase, 2,069. For other particulars, see the Table.

THE GRAMMAR SCHOOLS

VII. Table G.—Receipts, Expenditures, Pupils.

1. *Receipts.* The amount apportioned from the Legislative Grant, is $32,117—increase, $1,735. The amount apportioned for maps, apparatus, prizes, and libraries, $685—increase, $164. The amount received from Fees of pupils, $19,541—increase, $2,164. The amount of Municipal Grants, $18,128; increase, $6,573. Amount received from balances and other sources, $9,828—increase, $160.

Total receipts for Grammar School purposes, $80,300—increase, $10,799.

2. *Expenditures.* Amount paid for masters' salaries, $61,564—increase, $8,624. Amount paid for apparatus, prizes and libraries, $1,706—increase, $178. Amount paid for building, rent and repairs, $7,930—increase, $5,062. The amount paid for contingencies, books, &c., $3,649—decrease, $676. The total expenditure for Grammar School purposes is $74,850; increase, $13,188—balance over, $5,450—decrease, $2,389.

3. The total number of Grammar Schools is 81—increase, 6.

4. *Pupils.* The total number of pupils, is 4,381—decrease, 78. The number of pupils whose parents reside in the city, town or village of the Grammar School, is 3,149. The number of pupils whose parents reside out of town, but in the county of the Grammar School, 969. Number of pupils whose parents reside out of the county of the Grammar School to which they send their children, 263. For some other details, see the table.

VIII. Table I.—Number of Pupils in the various branches of Instruction.

The number of pupils in Latin, is 2,219—increase, 495; in Greek, 488—increase 110; in French, 1,178—increase, 327. The table shows a very encouraging increase in the higher subjects taught in the schools.

IX. Table K.—Text Books used in the Schools.

It appears that the Bible or Testament is read in 55 schools—increase, 5. For the text-books used, see the table; from which it appears that there is less uniformity in the Grammars used, than in the Common Schools, though there is an increase in the use of the best text-books.

X. Table L.—Masters—Their Salaries, School Houses, Miscellaneous Information.

1. The total number of masters employed in the schools during the year, is 121. The number of schools in which the head master has been changed, 25; the number appointed under the old law, 9. The number of head masters who have *graduated* is 50, of whom 29 are graduates of Canadian University Colleges, 16 of English and Scotch Universities, 4 of American Universities, 1 of another University. 20 teach under the authority of Provincial certificates.

2. *Religious persuasions.* The following is a classification of the religious belief of the masters of the Grammar Schools, as reported. Church of England, 44; Presbyterian, 46; Methodist, 9; Baptist, 4; Congregational, 2; Roman Catholic, 1; not stated, 14.

3. *Salaries.* The table shows the salary paid to each master. It appears upon the whole that the *average* of salaries of head masters is $725; and of assistant masters, $399.

4. *School Houses.* 33 are of brick, 17 stone, 30 frame; 59 freehold, 6 leased, 13 rented, 2 not reported.

5. *Miscellaneous.* It appears that the daily exercises of 66 of the schools are opened and closed with prayer—increase, 10; 42 are united with Common Schools, 14 being meteorological stations; that in the schools there are 1,062 maps and 105 globes. 80 schools use blackboards, 23 have complete sets of apparatus, and 12 have part sets. 16 magic lanterns are used.

The number of pupils prepared for matriculation in University Colleges was 46.

The Report of the Grammar School Inspectors will be found in Appendix. For the opinions expressed in those Reports the authors alone are responsible.

NORMAL AND MODEL SCHOOLS.

XI. Table M.—Operations of the Schools during 1859.

The Model Schools are appendages of the Normal School—they furnishing a school of practice for the Teachers in training in the Normal School, as well as an example for the furnishing, organising, teaching, and governing of common schools. There is a *boys'* and *girls'* Model School, and the attendance at each is limited to 150 pupils. They are under the immediate management of Teachers who have been trained in the Normal School, are overseen by the masters of the Normal School, and they are conducted with the greatest efficiency. The Teachers in training in the Normal School being divided into classes, act as observers and monitors during a certain number of hours each week in the Model Schools.

The Normal School itself is conducted with unabated, and, I think with increased zeal and efficiency. There is every reason to congratulate the country on the existence and operations of so noble an institution. The difference between this institution and similar institutions in neighboring countries is its professional and practical character. In most Normal Schools, the various subjects of an English education are diligently taught, as such subjects are studied and taught in text-books; but in our Normal School, the Teacher seldom uses a text-book in a class, though the teaching by lecture, accompanied by constant examinations and exercises, is based upon the text-books; and the students, or teachers-in-training, are taught and exercised themselves in the teaching of those subjects. Our Normal School, therefore, is a school for the practical training of teachers to teach all the subjects studied by them in the Normal School, rather than for the mere teaching of subjects which the students had not at all, or thoroughly studied before coming to the Normal School.

The year is divided into two sessions of five months each. The number of students, or teachers-in-training admitted into the Normal School during the first session of last year, was 183; the number admitted the second session (the standard of qualification for admission having been raised,) 158. Not more than 150 can be taught to advantage at one time. The object of raising the standard of qualification for admission to the Normal School was to reduce the number attending within manageable limits, as also to elevate the qualifications of teachers trained in the School. The number of teachers to whom certificates were awarded, on a lengthened paper examination at the end of the first session of last year, was 87, at the end of the second session, 94.

It has been objected that the number of Normal School Teachers teaching in Upper Canada bears a small proportion to the numbers taught in the Normal School. This objection has been made in past years, but I have hitherto thought it not worth noticing, as I was satisfied it was founded to a great extent in error, and that a few words of explanation would, at any time, remove it altogether. I now offer the following remarks in reply to it.

1. The same declaration of the intention to teach, and of attending the Normal School with a view of becoming better qualified for the profession of teacher is required by every student admitted to the Normal School, as is required for admission in the Normal Schools in the State of New York and of other States; and, it is believed, persons change their pursuits more there than here.

2. The teaching and exercises in the Normal School are of such a practical and professional character as to offer the least possible inducements to any to attend except those who purpose to become teachers.

3. Out of the whole number of 2,804 students who have been admitted to the Normal School since its establishment, including 715 entries for a second session by the same students, 1,468, or more than half of them had been teachers before entering the Normal School. This proportion of *teachers* attending the Normal School is, I believe, altogether unequalled in any of the neighboring States, and evinces beyond question the prevailing motives of those who seek its advantages.

4. No Normal School Certificates were issued during the first eight sessions of the Normal School. All the teachers who were trained during that period, and who have since taught school, have taught under the authority of County Board Certificates; as also all those who have attended the Normal School since 1852, but who have not attained Provincial Normal School Certificates, which is the case, on an average, with about one half the students that enter the school. The whole of these classes of teachers are teaching under the authority of County Board Certificates, and are returned as such. To these must be added those who formerly received Third Class Normal School Certificates, 44 in number, and whose certificates expired in one year; also, many of the 707 who received Second Class Certificates, 48 of which expired before 1859, and many of the teachers holding them have gone before County Boards and obtained First Class County Certificates, such certificates placing them in the first class of teachers in the County, with the additional advantage of having attended the Normal School.

5. The total number of Provincial Normal School Certificates issued, up to December, 1858, was 1,058, out of 2,804 students who have attended the Normal School, including in this number 715 entries for a second session by the same students. Of these 1,058 certificates, 44 Third Class Certificates and 203 Second Class Certificates expired or had been renewed before November, 1859, besides the many teachers holding Second Class Normal School Certificates, who have applied to County Boards and obtained First Class County Certificates. Besides, 501 of the 1,058 Provincial Certificates have been given to *females*, whose obligation to teach does not extend beyond the period of their marriage. It is also to be remarked, that 94 of these certificates were given in December, 1859, and only 11 of the students to whom they were granted were available as teachers during the first half of 1859, leaving 83 not available for any part of that year. The number of Provincial Certificates in force for 1859, without making any allowance for deaths, removals, marriages of female teachers, and teachers holding Second Class Provincial Normal School Certificates who have applied for and obtained First Class County Board Certificates, is 728. Of these, 302 are First Class Provincial Certificates.

6. The only data we have as to the number of teachers teaching under the authority of Normal School Certificates, are the returns of Local Superintendents. These returns, in Table C, state the number to be 389, more than half of the number of Provincial Normal School Certificates in force in 1859, without making any deductions from the various causes above mentioned, and without taking into account the large number of teachers who have attended the Normal School, but who are teaching under the authority of certificates from County Boards. I think nothing more than these facts is required in answer to the objection referred to.

OTHER EDUCATIONAL INSTITUTIONS.

XII. Table N.—Approximate Information.

The information in this table has been gleaned from different sources, some more and others less recent and full; there being no law in Upper Canada to secure periodical and annual returns of information to this Department as in Lower Canada, from any other institutions than the Grammar and Common Schools. But the information in this table, though only an approximation to what is to be desired, gives a tolerable idea of what is done in our Colleges and Academies.

XIII. Table O.—The Free Public Libraries.

This table presents a statistical view of the Library branch of the public school system and of the number of libraries of various kinds throughout the country. The amount ex

pended for libraries seems to have reached its lowest point during the depressing year of 1858; and although the money expended in the purchase of libraries in 1859 is not large, it is in advance of 1858 under every head. The amount expended for free public Libraries in 1859, was $5,805, being an increase of nearly one-third, or $1,822. The number of Libraries established was 47, containing 9,308 volumes. The whole number of Libraries established is 354. The whole amount expended for their establishment is $94,518; and the number of volumes contained in them is 177,586. Very much remains in this branch of the system of public instruction to be done; but it is worthy of remark, that not a month has elapsed during the five years since its establishment, without more or less books having been sent out; as may be seen in statement No. 2, of Table O. The table shows the kinds of books, selected for the most part by the parties establishing them, and sent out, to have been as follows:—History, 31,100 volumes; Zoology, 12,680; Botany, 2,310; Natural Phenomena, 5,024; Physical Science, 3,938; Geology and Mineralogy, 1,580; Natural Philosophy, 3,028; Chemistry, 1,273; Agricultural Chemistry, 705; Agriculture, 7,690; Manufactures, 7,562; Literature, 17,519; Travels, 13,191; Biography, 19,539; Tales, 48,528; Teachers' Library, 1,969.

2. The number of *Sunday School* Libraries, according to the returns, is 1,684—being an increase during the year of 61. The number of volumes in these libraries is 271,507—being an increase of 17,018 volumes.

3. The number of other public libraries reported is 334—being an increase of 17. The number of volumes contained in them is reported to be 118,556—being an increase of 7,917. The number of free Common School Libraries, as reported, is 354—increase 47. The number of volumes contained in them, as per report, is 177,586.

XIV. Table P.—Maps, Globes, and various articles of School Apparatus.

1. This Table presents a statistical view of the *School maps and apparatus* branch of the system, and shows a small increase under the heads of the more important and most used articles of school requisites, as maps, and a small decrease under more expensive and less used articles, such as globes, &c. The amount expended for these purposes was $11,905—being an increase of $94. The number of Maps of the World sent out was 204—increase, 78; of Europe, 261—increase, 34; Classical Maps, 173—increase, 30, &c.

2. The whole sum expended for maps and other articles of school apparatus, as per Table, during the five years of the existence of this branch of the Department, is $55,809; the whole number of maps and charts sent out is 12,014, besides 686 globes, 85 complete sets of apparatus, 58 orreries, 69 tellurians, and 3,909 other articles of school apparatus, not including sheets of objects and tablet lessons, of which the number is no less than 68,589.

3. There yet remains to be noticed, in connexion with this Table, the number of volumes applied for and sent as *prize* books. The number of volumes is 12,089—being an increase of 4,044 volumes. This branch of the Department has been in operation only three years. In 1857, there were sent out for prize books only 2,557 volumes; in 1858, 8,045; in 1859, 12,089; total, 22,691 volumes.

XV. Table Q.—Superannuated Common School Teachers.

In this Table, I omit the several pages which have been given in the corresponding Tables of previous years' Reports, containing an abstract of the case of each worn-out teacher, and of the names of the parties who signed the certificates on the strength of which pensions have been granted. This Table contains only names, ages, &c., of the pensioners, and the small sum paid to each. The amount of the Parliamentary Grant is $4,000. The number of worn-out Teachers thus receiving aid is 181—an increase of only one over the deaths during the year. The number of recipients will now begin to decrease, as no new applications will be received, except from those who have subscribed to the Fund since 1854, and their number is small. From the abstract of this Table, it appears that of the 181 worn-out Teachers admitted as claimants upon the Fund, 21 have died; the average period of service of those who remain is 21¼ years, and their average age in 1859 was 65 years.

XVI. TABLE R.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, WITH OTHER MONEYS RAISED BY TRUSTEES, &C.

This is a Table which has only been given in the Reports of late years. Like the other Tables, it has been compiled by the proper officers with the utmost care, from the records of the Department, and exhibits the distribution of all moneys granted by the Legislature for both Grammar and Common School purposes, together with the sums raised by Municipalities and School Trustees as equivalents thereto, and other moneys raised from local sources. This Table shows how much each County, (not specifying the Townships), City, Town, and incorporated Village has received, directly and indirectly, for all school purposes, during the year 1859, from the Legislative School Grant, and how much it has raised as an equivalent in return. It will be seen that there is an aggregate increase under every head except one, and that is in the amount granted and paid in aid of poor schools, in which there is a decrease of $321. This Table shows that the total amount provided by the Legislature for all Grammar and Common School purposes in 1859, was $224,496—being an increase of $31,786; that the total amount provided by the people from local sources, was $1,205,808—being an increase of $50,104; that the grand total of moneys provided from all sources, was $1,430,304—being an increase of $81,891 over the sums provided in 1858. For the details I refer to the Table.

XVII. TABLE S.—EDUCATIONAL SUMMARY FOR THE YEAR 1859.

This Table presents at one view the number of educational institutions of every description (so far as the returns of them could be obtained), and the numbers of pupils attending them, and the amount expended for their support, in each County in Upper Canada. The total number of educational institutions of every description in Upper Canada reported, was 4,372—increase, 114; the total amount expended in support of these institutions, was $1,389,582; adding balance on hand, the total amount available was $1,594,807—being an increase of $83,791. But the total number of pupils returned as attending the Common and Grammar Schools, was 305,973—increase, 7,831; and a small decrease of 152 students and pupils attending other institutions, exclusive of the Normal and Model Schools. The aggregate amount available for the support of the Common, Grammar, and Normal Schools, Superannuated Teachers, &c., (not including other educational institutions), during the year, was $1,430,304—being an increase of $86,013; thus showing a decrease of $2,222 in the amount expended in the support of other institutions.

XVIII. TABLE T.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1859 INCLUSIVE.

This brief but most comprehensive and important table presents a statistical view (as far as returns can have been obtained) of all that has been done in connexion with every branch and all the institutions of education in Upper Canada during eighteen years. Returns under all the heads mentioned do not go further back than 1850. Take then a period of ten years from 1850 to 1859 inclusive, the following are some of the results in reference to Grammar and Common Schools.

1. *Grammar Schools.* The number of *Grammar Schools* in 1850, was 57; in 1859 it was 81. The number of pupils attending the Grammar Schools in 1850, was 2,070; in 1859, it was 4,381, though many hundreds were excluded from the Grammar Schools in 1854 by the Regulations which required an entrance examination—increased attendance in 1859 over 1850, 2,311. As the present Grammar School Law did not go into operation until 1854, no returns of the amount provided for the salaries of Grammar School Masters exist earlier than 1855. The amount provided for the salaries of Masters in 1855, was $46,255; the amount provided for the same purpose in 1859, was $61,564.

2. *Common Schools.* The number of Common Schools in 1850, was, 3,059; the number in 1859, was 3,953—total increase, 894. The number of *Free* Schools in 1850, was 252; the number in 1859, was 2,315—total increase in the ten years, 2,063.

3. The whole number of pupils attending the Common Schools in 1850, was 151,891; the number of pupils attending them in 1859, was 301,592—increase of 1859 over 1850, *149,701.*

4. The total amount paid for salaries of Common School Teachers in 1850, was $353,-716; the amount paid for the same purpose in 1859, was $859,325—increase of 1859 over 1850, $505,609.

5. The amount expended for the building and furnishing of school-houses, libraries, apparatus, &c., in 1850, was $56,756; the amount expended for these purposes in 1859, was $250,721—increase of 1859 over 1850, $193,965.

6. The total amount expended for all Common School purposes in 1850, was $410,472; the total amount expended for these purposes in 1859, was $1,110,046—the increase of 1859 over 1850, $699,574.

7. Two remarks may be made in reference to the foregoing statistics and others contained in the table referred to. The first remark is, that little more than one-tenth of the sums of money mentioned have been provided by the Legislature from endowments and grants. The Legislature imposes no tax for any educational purpose. All the rest of the large sums mentioned are provided by voluntary local taxationand other exertions in each municipality.

The second remark is, that the above statements refer entirely to amounts of money provided and expended for School purposes, and the number of pupils attending the Schools, not taking into account at all the improvements which have been effected in the school-houses and their furniture, in the character and qualifications of School Teachers, in the text-books, apparatus, discipline, and teaching of the schools, the establishment of school libraries, and other agencies and facilities for the diffusion of useful knowledge.

XIX. Extract from the Remarks accompanying the Statistical Reports of Local Superintendents and Boards of School Trustees.

In each of my preceding Reports I have given copious extracts from the remarks accompanying these local reports, as furnishing a practical and varied exposition of the actual working of the School System and presenting a life-like picture of the feelings and doings of the people themselves in their efforts to educate their children. I had prepared and got transcribed for the press extracts from 167 of these local reports as an Appendix to my present Annual Report, when I received an intimation that it was the wish of the Printing Committee of the Legislative Assembly that I would omit the extracts from the local reports and all other documents and papers in the Appendix not essential to the exhibition of the general results of the operations of the School System, as it was the desire of the Legislature to reduce the expenses of printing as much as possible. Under these circumstances, I have felt myself reluctantly compelled to omit all extracts of the kind referred to, and several other documents and papers which I had intended to insert in the Appendix to this Report. It has been thought that as the School System has now become firmly established and generally understood, that such extracts and returns of Townships, as well as Counties, once in five years, limiting the intervening four Annual Reports (like the present) to returns for counties, cities, and towns, would be most economical and satisfactory. The Report for 1860 (the next Report) will be the third of the quintennial Reports, and will be as comprehensive and complete in its details and expositions as possible.

XX. The Model Grammar School.

The Model Grammar School is intended to accomplish the same objects in regard to the Grammar School instruction of the country, that the Normal and Model Schools are intended to accomplish in regard to Common School instruction—to improve the furniture, organisation, discipline and teaching of the schools by presenting a proper model, and to train masters for their important and noble work. Up to the present time no Normal Class has been established in the Model Grammar School. This will probably be done at the beginning of the year. But as a *model* it has fully met our expectations, and has already exerted a salutary influence upon many Grammar Schools, the masters of which have paid visits, and, in some instances, visits of many days, to the Model Grammar School, and have applied the results of their observations and inquiries to the improvement of their own schools. The intermediate schools of the country—the schools intervening between the Common Schools and the Colleges—require the special aid of the Legislature to provide for proper accommodation and support, and special attention for the improvement of the organisation, discipline and modes of teaching in many of them

The Model Grammar School furnishes a standard example for that purpose, while it will, I think, soon be able to accomplish all the purposes of a Normal School for the training of teachers for the County Grammar Schools.

XXI. The Educational Museum.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people.* It consists of a collection of school apparatus for Common and Grammar Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French history; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaelle and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a Museum in connection with this department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutory influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum in London.

XXII. GENERAL REMARKS.

1. Comparison of Statistics with the State of New York.

Having presented a statistical view of the state and progress of our school system in its various branches, it will enable the readers of this Report to form a more accurate esti-

*See my Annual Report for 1857, in which there is a full detail of what is done in England in *this respect.*

mate of the doings of our people and the advancement of the schools, and the character of our school law, if I present a comparison in these respects between Upper Canada and the State of New York, where the country is much older and more wealthy, and the school system much longer established. That State has also been long famed for its common school system, and was the source whence the provisions of our school laws have heretofore been very largely borrowed.

The population of New York is a little more than three times that of Upper Canada. Our population, according to our last census of 1852, was 952,004; the population of New York State, according to its last census, taken in 1850, was 3,097,394. Assuming, therefore, that the population in each country has advanced in the same ratio (though I think it has been greater in the State of New York), our population must be considerably less than one-third that of the State of New York. But assuming that the population of the State of New York is no more than three times that of Upper Canada, our school statistics should be one-third of their's in order to be equal to them in proportion to population. I have lying before me the last Report of the New York State Superintendent of Public Instruction,—extending from the 30th September, 1858, to the 30th September, 1859,—only three months earlier than the period of my present Report.

1. The average time of keeping open the schools in the State of New York in 1859, was 7¼ months; the average time of keeping open the schools in Upper Canada, for the same year, was 10 months.

2. In the State of New York the number of pupils in the Common Schools in 1859, was 851,533; the number of pupils attending the Common Schools in Upper Canada, for the same year, was 301,592—being more in proportion to the population than in the State of New York.

3. The sum paid for the salaries of Teachers in the State of New York in 1859, was $2,443,184; the sum expended in Upper Canada for the same purpose, for the same year, was $859,325—more than one-third that of the State of New York.

4. The amount expended for school houses, repairs, &c., in the State of New York, in 1859, was $724,292; the amount expended for the same purpose in Upper Canada, the same year, was $250,725—more than one-third that of the State of New York.

5. But in regard to school *libraries* and school *apparatus*, the expenditures in the State of New York are in advance of those in Upper Canada. For school *libraries*, the penditure in the State of New York, was, in cities, $9,583; in rural districts, $28,778—total, $38,261; the amount expended for school libraries in both town and country in Upper Canada, was $5,805—not quite one-sixth that of the State of New York. [Since writing the above I find that *nothing* has been provided from *local* sources for libraries in the State of New York—that by law the "sum of $55,000 is distributed annually to the several school districts of the State for the purchase of books for a district library." It appears that only a part of this sum has been expended for libraries. Such has been the system of libraries established there, and such the mode of distributing the library fund, that (as the Report states) "from 1,604,210 volumes reported in 1853, they had fallen in number to 1,360,507 in October, 1859—a decrease of 243,703 volumes, notwithstanding the annual State expenditure to sustain the libraries. The State Superintendent goes on to remark as follows:—"The value of the property involved, as well as the annual division of a large "sum to a purpose conceded to be productive of little beneficial effect, recommend this sub-"ject to the attention of the Legislature. Should it be deemed expedient to authorize the "Superintendent of Public Instruction, out of the library money to furnish each district "with a properly adjusted *School Register*, it would secure greater practical benefit than "is now attained from the whole annual expenditure for library purposes."

[These facts and remarks are very extraordinary and much to be regretted. The whole error and failure has originated in a wrong method of establishing libraries and of apportioning the money provided for that purpose. In Upper Canada, a properly adjusted School Register is, and has been for some years, provided for each school, and library money is only apportioned as applied for, and on consideration of an equal contribution from local sources, and for books contained in a carefully selected catalogue.]

For School *Apparatus*, the expenditures in the State of New York were, in cities, $111,118; in rural districts, $6,846; the expenditures in Upper Canada for School *Apparatus*, in both town and country, $11,905—about one-tenth that of the State of New York in the aggregate, but clearly in advance of that State in rural districts.

6. The expenditure for all *Common* School purposes in the State of New York, in 1859, were $3,323,803; the expenditures in Upper Canada for all Common School purposes, were $1,110,046—still a little more than one-third that of the State of New York, notwithstanding the large number of populous and wealthy cities in that State.

7. The New York State Superintendent gives a table showing the number of pupils in attendance at the Common Schools from 1849 to 1859, and remarks,—"It will be seen from the table above given, that the attendance of pupils during the last year, (1859) was 92,702 more than it was ten years ago." The number of pupils in attendance at our Common Schools in 1849, was 138,465; the attendance in 1859, was 301,592. The attendance of pupils in our Common Schools in 1859, was 163,127 more than it was ten years ago.

8. The New York State Superintendent states the population of school age, or number of persons between the ages of 4 and 21 years, to be, in the cities, 378,054, while only 250,908 are reported as attending the Common Schools; but as the reports in regard to the number of *private* schools and the pupils attending them in cities, are defective, no estimate or conjecture is given as to the number not attending any school. In regard to the *rural* districts, the Superintendent remarks.—"Assuming the correctness of the enumeration and report of attendance at school in rural districts, it appears that of the 894,432 persons of school age reported, 600,625 attended school during the last year, for a longer or shorter period." "The number of pupils in attendance upon the academies of the State," (none of which are established by the State, but nearly all are denominational, though receiving aid from the State,) "during the last reported year, was over 36,000. If we assume the private schools, *outside of the cities*, to have taught 50,000, it would leave about 200,000 persons between the ages of 4 and 21, in rural districts, not in attendance on schools." In Upper Canada the reported population of school age was 362,085; the reported attendance of the Common Schools was 301,592, leaving 60,493 as not reported in attendance at any Common School; but this number includes the 4,381 Grammar School pupils, and many others who may be and doubtless are attending private schools, of which no complete returns have been made. The whole number of children in Upper Canada reported as not attending any school whatever, in 1859, was 46,803. Yet such non-attendance at school, mitigate it as we may, and though far less in proportion than that of the State of New York, is painful and startling, and ought to prompt to exertion until the attendance at the schools shall equal the school population.

9. Another point of comparison between the state and progress of the school systems in the State of New York and in Upper Canada, may be noted in the accuracy and completeness of the school returns. Each of our schools being provided with a proper *Register*, on the semi-annual returns of daily and average attendance of pupils depend the semi-annual apportionment and payment of the School Fund, and a false keeping of which is followed by punishment, and the non-keeping of which involves the loss of the School Fund to the school section, we have the best guarantee for the accuracy and completeness of Trustees' School returns, as we have for the substantial correctness of other local returns furnished by the Department of every local school officer. The accounts and returns Trustees have to make to their constituents at the annual meetings, and to the Local Superintendent, as means of getting the school money apportioned and paid to their order, and the returns required from Local Superintendents and Municipal Clerks as the basis and conditions of apportioning and paying school money to their Municipalities by the Provincial Department. In the State of New York, the State Superintendent remarks as follows:—"Not much reliance, however, is to be placed on the correctness of the returns as to attend-"ance in the schools, either at this or any previous period. We are dependant for their "reliability entirely upon the records kept by teachers, and the carefulness of trustees in "transacting them. In too many instances these details of daily attendance are kept on "loose scraps of paper, not unfrequently they are lost altogether, or carried away by the "teacher after serving as a basis of a rate-bill, whilst the absence of the actual data at the 'time of making the annual report of the district, is supplied by the 'guesses' of intelli-"gent trustees. Could each district be furnished with a '*School Register*,' substantially "bound, properly ruled, and so sub-divided as to show the name and age of each pupil, "the time of his entrance into the school, and each day of his attendance throughout the "week, month, or term; imposing little labor on the teacher, and removing all excuse for "inaccuracy; whilst it would form a continuous record of the school for successive years,

" it would constitute the greatest boon which could at this time be conferred on our Common " Schools."

Such a School Register as is thus desired has long since been provided and used in our Common Schools.

10. Another point of comparison relates to the *principle of distributing school moneys to the several school districts or sections.* In New York it is distributed according to the number of residents of school age (a principle of distribution which some parties would wish to restore in Canada); with us, the school money is apportioned to counties and townships, cities and towns, according to average attendance each half year—including both the length of time and the daily attendance during each half year. This is the chief reason why our schools are kept open ten months on an average, while in the state of New York they are but kept open eight months of the year; and this is a chief reason also of the larger as well as more regular attendance at our schools in the rural districts, as the principle does not apply to each school separately in cities and towns (all the schools in each city or town being under the management of one Board of School Trustees,) as it does to each school in the townships. The following remarks of the New York State Superintendent on this important subject attest the superiority of the method adopted in Upper Canada for the distribution of the school fund, and are calculated to remove any objections which may be entertained by some persons against it:

" Two-thirds of the public money is now distributed to the districts, not according to " the number of schools therein, or of the children in attendance thereupon, but according " to the number of persons between the years of 4 and 21 resident in each district. Hence " it not unfrequently happens that those densely populated, draw an amount adequate to " the entire support of the school; whilst only a very limited portion of the persons enu- " merated are found to avail themselves of the educational privileges offered. The number " attending school is a matter of perfect indifference to the inhabitants. Their portion of " money is neither increased or diminished by the attendance of scholars; and if six " months school is maintained, the requisition to entitle them to participation is secured, " and they are thereby sheltered from additional taxation. On the other hand, districts of " a purely rural character, with comparatively few children, are subjected to the same " general expense in maintaining a school for six months, whilst their receipt of public " money is limited by the paucity of children within the district. The returns to this " Department exhibit many instances in which village districts, with from 150 to 200 " enumerated persons, show an attendance of only from 30 to 50 scholars; whilst many " country districts, with but 75 to 80 children, show an average attendance of quite as many " scholars as their more populous neighbors. Yet in the former case, the amount of public " money is, under the present mode of distribution, double that received by the latter. " This is not only obviously unjust in itself, but it tends to foster a spirit of indifference as " to the extent to which educational advantages are improved by those for whose benefit " they are designed. If ample provision is made for the education of all the children in " the State at the public schools, and then only a fraction of those children attend, it follows " that a considerable portion of the expenditure, if not absolutely lost, furnishes a very " inadequate return. Whatever measure, therefore, shall be calculated to secure the full " attendance of those entitled to participate in the benefits of the Common Schools, and to " promote regularity in that attendance, must be of essential benefit to the educational " progress of the rising generation. The present mode of distributing the school moneys " has no such tendency. However few the scholars, or irregular the attendance, if six " months' school is maintained, each district draws its money—not in accordance with the " educational spirit it manifests or the benefits it bestows—but in proportion to the actual " number of persons of school age residing within its borders. I submit, therefore, to the " judgment of the Legislature, whether the basis of distribution of two-thirds of the public " money within the counties, should not be made with reference to the *average aggregate " attendance upon the schools*, during the first six months of the school year."

" The inevitable result of such a course would be, to make the inhabitants of each " district directly interested in the largest practicable attendance upon the schools. The " greater the number of scholars, the greater will be the amount of money received; every " parent will be more likely to send his children to school, when, in effect, he receives a " compensation for each day's attendance—and that attendance will be more regular when

"he feels that every day's absence diminishes the amount bestowed, and increases the ne-
"cessary taxation for the support of the school."

11. The character of *school legislation* and *the state of the school laws* in the two countries, are also worthy of remark. After the most extensive and laborious examination, the provisions of our school laws were carefully framed and the foundations of the system laid; and they have remained unchanged—defects only having been supplied and new provisions added as new wants were created or felt. In the State of New York, a different system has been adopted every few years; theory has succeeded theory in legislation, and school acts have been multiplied into quite a large volume, called a "Code of Public Instruction." In Upper Canada the inviolability of the school law, from the general experience of its simplicity and efficiency, is an almost universal sentiment; a sentiment which will be strengthened by the following remarks of the State Superintendent on school legislation and the school law in the State of New York:

"The whole body of School Law needs revision and simplification. There has been
"so much legislative tinkering of the system, with patch succeeding patch, often over-
"lapping each other, that the consequence has not unfrequently been, that when a leak
"was thought to be stopped, the rent in reality has been made worse. The provisions are
"in some cases ambiguous, in others contradictory, and in very many instances fall short
"in accomplishing much that is desirable towards giving the system harmony of purpose
"and action. When it is borne in mind that there are between twenty and thirty
"thousand Trustees in the State, by whom the School Laws are to be chiefly administered;
"and that they are not all remarkable for intelligence or astuteness, the obvious necessity
"of having the laws clearly defined and as simple in their operation as practicable, must
"be clearly apparent. An attempt at compilation, but with no power of revision, was
"made in 1856; and although I have studied the 'Code of Public Instruction' long
"enough to be admitted to practice in the courts, I am free to confess that I cannot yet
"fully comprehend, and far less harmonize, some of its provisions; whilst a more crude,
"cumbersome and disjointed body of law cannot, in my estimation, be found outside the
"State of New York. In this opinion, I judge myself in sympathy with the Supreme
"Court, which has repeatedly declared itself equally unable to unravel some of the com-
"plicated enactments of the School Code. As an inevitable consequence, this Depart-
"ment is overburthened with letters of inquiry from all school officers, in relation to
"matters which should be rendered perfectly clear to, and attainable by, the humblest
"intellect called to administer the law. It is not deemed necessary to enter into an
"elaborate statement of existing subjects; but I content myself with calling the attention
"of the Legislature to a matter of grave complaint on the part of all who hold connection
"with the Administrative provisions of the Common and Union School systems."

2. Official Visits to the several Counties in Upper Canada.

During the year, I have, for the third time, made an official visit to each County of Upper Canada, and held in each county a Convention, consisting of the Municipal Councillors, Local Superintendents, Clergy, Trustees, Teachers, and others who chose to attend, in order to consult on the workings of the School System and the best means to render it still more efficient. I could not but be gratified and thankful at the manner in which I was everywhere received, and at the spirit of unity and cordiality and energy evinced in support of the School System and the extension of its advantages. The progress which had been made in the views and doings of the people since my previous visit in 1852-3, was very remarkable. The results of our free and various consultations in regard to remedying defects in certain details of the Common and Grammar School Laws have been submitted to the consideration of the Government and the Legislature. The amended Common School Act remedies all the more serious inconveniences which have been experienced in many places in regard to school electors, school meetings, school arbitrations, and accounting for school moneys.

A very general feeling was expressed in favor of a *Free School Law* throughout Upper Canada; but after all the information I received, and the best consideration I could give to the subject, I thought that with the provisions of the new short Act defining the qualifications of school electors; and providing better for conducting the proceedings of school meetings, that the mode of supporting the schools had better still be left to the de-

cision of the rate-payers in each municipality, as the law has, from the beginning, provided.

The general desire to have some more effective legal provisions to secure the advantages of the schools to *vagrant children*—especially in cities and towns—was embodied by me in certain proposed clauses of a Bill which has not yet received the sanction of law. I trust this subject will receive attention at the ensuing Session of the Legislature, when the provisions requisite for the efficiency of the Grammar School Law shall be taken in to consideration.

Nothing appeared to give more satisfaction to the various county meetings than the fact that all our text-books for the Common Schools, and the greater part of our school maps and apparatus are produced in the country, instead of being imported from abroad.

Nor do I think we could have adopted a better system for *libraries* than that which was introduced by the sanction of the Government after my previous visit to the several counties of Upper Canada, and public consultations in each county on the subject. In a large volume recently published by WILLIAM J. REES, Esq., first Clerk in the Smithsonian Institution at Washington, and entitled, *Manual of American Libraries*, the author sums up the whole in the following words:—

"The aggregate number of volumes in the Common Schools in the United States, is "about TWO MILLIONS, *and in Canada nearly a quarter of a million.* The system intro- "duced under the energetic and judicious measures proposed by Dr. Ryerson, in Upper "Canada, deserves special mention. It appears to be the opinion of some who have given "special attention to this subject, that *the system of School Libraries in Canada is in ad- "vance of any in the United States.*"

3. CONCLUSION.

In my Report for 1857 I compared the working and results of our School System with those of the School Systems of Great Britain and Ireland. The short comparison instituted in this Report between the results of our School System and those of the State of New York is, I think, not less honorable to our country, and fully justifies the support which it has received from successive Governments and Parliaments—sustained as it is by the voluntary co-operation of the people in their several municipalities, teaching the principles and practice of self-reliance and self-government, developing the spirit of true liberty in harmony with the maintenance and execution of just law, and promoting sound knowledge in connection with Christian civilization throughout the land.

I have the honor to be,
Your Excellency's obedient humble Servant,

E. RYERSON

DEPARTMENT OF PUBLIC INSTRUCTION
FOR UPPER CANADA,
Toronto, July, 1860.

PART II.

STATISTICAL REPORT.

1859.

TABLE A.—THE COMMON SCHOOLS

RECEIPTS BY LOCAL SCHOOL

COUNTIES.	From Legislative Grants.		From Local Sources.			
	For Teachers' Salaries.	For Maps, Apparatus, Prizes, & Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund and other sources.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Glengarry	2390 97	25 75	2207 00	4198 28	1985 21	1992 26
Stormont	1785 00	16 25	1831 00	3237 41	1047 59	162 24
Dundas	2191 00	5 00	2191 00	6144 20	652 09	.....
Prescott	1785 82	5 00	2040 00	4350 11	37 25	23 11
Russell	785 00	60 00	805 00	1703 91	.....	128 50
Carleton	3517 20	85 95	3358 00	10330 75	1478 29	683 06
Grenville	2347 00	43 85	2312 00	4718 91	1635 12	1406 73
Leeds	3842 00	78 25	3797 00	14364 03	2589 59	5215 94
Lanark	3290 00	311 77	3301 98	10281 96	1643 42	1199 62
Renfrew	1918 17	160 50	1952 00	6553 13	883 29	411 61
Frontenac	2587 62	31 50	2614 00	8806 69	1528 30	557 21
Addington	2011 86	230 75	2023 00	5900 15	1574 88	706 94
Lennox	854 00	6 00	978 00	2848 38	513 80	677 64
Prince Edward	2161 40	21 37	2260 00	7576 44	3326 22	2128 88
Hastings	4092 00	91 06	4033 36	11987 21	1191 33	2758 58
Northumberland	3790 69	169 88	3982 00	18384 49	2795 70	1584 49
Durham	3572 00	142 63	3572 00	16504 77	3077 83	4329 25
Peterboro'	2074 00	78 62	2514 00	7758 14	1489 57	98 93
Victoria	1923 00	71 00	1978 00	10233 03	592 99	336 55
Ontario	4206 00	285 68	4206 00	20278 19	3361 88	5371 54
York	6330 72	353 27	6397 00	29436 70	6240 94	5487 85
Peel	2866 73	79 75	2875 00	13446 90	3108 37	1261 36
Simcoe	4101 25	129 18	4104 78	17019 68	1270 85	1722 13
Halton	2203 52	129 63	2747 00	8471 63	3222 52	2010 11
Wentworth	3316 64	169 66	3266 00	9886 03	4105 81	2587 56
Brant	2299 00	114 93	2342 00	10040 56	3148 48	2869 41
Lincoln	2052 00	144 49	2430 00	6399 10	2357 24	2191 66
Welland	2179 91	58 08	2528 00	7952 88	2881 12	1572 68
Haldimand	2880 00	103 09	2596 00	9151 58	1775 69	4216 79
Norfolk	3012 00	32 75	3004 00	13084 46	2897 73	1767 11
Oxford	4344 70	196 05	4449 00	21809 79	3429 96	2821 99
Waterloo	3608 94	190 08	3750 00	17519 32	2917 32	2185 52
Wellington	4329 31	518 72	4820 00	17515 47	2435 35	1662 65
Grey	3258 25	358 22	4220 00	15388 61	114 05	989 96
Perth	3050 00	260 70	3007 00	16116 95	705 20	1439 64
Huron	4845 00	262 25	4845 00	26348 75	1113 24	3178 71
Bruce	2033 50	83 26	2667 00	10999 25	254 95	746 06
Middlesex	5152 70	239 46	5167 00	21109 12	3486 42	2567 57
Elgin	3422 00	25 40	3424 00	14852 36	3506 97	1079 91
Kent	2574 00	114 02	2552 00	11465 09	1032 18	1074 04
Lambton	2274 00	260 15	2270 10	17369 18	970 82	338 96
Essex	2206 99	50 06	2194 61	8655 74	537 53	774 38
Total	123465 89	5794 01	127878 83	500202 33	82917 09	74319 47
CITIES.						
Toronto	4620 00	113 52	25160 00	1673 65	.....	.....
Hamilton	2660 00	71 19	18500 00	502 39	2895 68	.....
Kingston	1596 00	141 12	7722 46	1079 54	220 40	.....
London	1529 00	154 05	8370 36	893 91	10 75	.....
Ottawa	2408 00	.....	5976 00	891 56	.....	.....
Total	12813 00	479 88	65728 82	4541 05	3126 23	.....

OF UPPER CANADA, 1859.

AUTHORITIES.		EXPENDITURES BY LOCAL SCHOOL AUTHORITIES.						
Balances.	Total Receipts for all Common School purposes, 1859.	For Teachers Salaries.'	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total Expenditure for all Common School purposes during 1859.	Balance unexpended.
$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
491 96	13291 43	9225 71	61 53	1971 62	182 37	166 86	11608 09	1683 34
300 01	8379 50	6934 72	34 04	101 70	221 14	233 09	7524 69	854 81
552 82	11736 11	8699 93	10 25	295 62	176 12	251 65	9433 57	2302 54
445 06	8686 35	7393 14	15 86	34 21	214 79	218 87	7876 87	809 48
368 51	3790 92	2522 14	120 00	350 20	170 75	169 62	3332 71	458 21
733 27	20186 51	16115 10	171 90	345 50	704 49	459 25	17796 24	2390 27
1243 60	13707 21	10239 70	87 70	223 60	270 24	364 44	11185 68	2521 53
3577 63	33464 44	20058 68	156 50	5537 39	576 12	1014 36	27343 05	6121 39
2712 20	22740 95	15777 29	623 54	1439 53	438 97	502 51	18781 84	3959 11
565 33	12444 03	10171 33	321 00	275 25	505 08	498 86	11771 52	672 51
802 47	16927 79	11962 46	63 00	559 86	293 38	359 54	13238 24	3689 55
243 15	12690 73	10451 55	461 50	410 74	158 26	608 23	12090 28	600 45
607 79	6485 61	5141 64	12 00	581 82	68 25	346 71	6150 42	335 19
760 84	18235 15	15110 59	42 74	1147 54	329 00	702 71	17332 58	902 57
2070 62	26224 16	18645 00	182 12	2173 11	377 52	1206 58	22584 33	3639 83
1415 89	32123 14	25255 56	339 76	2134 66	589 50	1363 09	29682 57	2440 57
2483 40	33681 88	25019 37	285 26	2606 31	427 06	1152 54	29490 54	4191 34
1119 66	15132 92	11316 02	190 81	1438 91	241 79	358 15	13545 68	1587 24
617 68	15752 25	12668 13	142 00	390 00	151 34	712 08	14063 55	1688 70
5000 54	42709 83	29642 43	571 36	2083 93	625 59	1701 52	34624 83	8085 00
6978 75	61225 24	39330 84	706 54	4233 80	1543 40	3651 23	49465 81	11759 43
1395 51	25033 62	19943 69	159 50	1231 55	723 82	913 71	22972 27	2061 35
3576 76	31924 63	22887 31	258 36	1494 78	531 81	1920 02	27092 28	4832 35
968 79	19753 20	14709 03	259 26	1682 57	291 87	758 69	17701 42	2051 78
2007 80	25339 50	20238 39	339 32	123 33	376 22	1541 91	22619 17	2720 33
1500 40	22582 78	17775 20	229 86	1255 01	228 99	1148 85	20637 91	1944 87
2185 52	17760 03	13150 81	288 98	1339 82	403 90	762 17	15945 68	1814 35
3211 28	20383 95	14986 94	116 16	95 82	488 83	1074 76	16762 51	3621 44
2791 89	23515 04	17206 66	206 18	1047 22	332 12	1163 27	19955 45	3559 59
1721 88	25519 93	15456 52	93 79	1304 80	1464 11	1087 91	19407 13	6112 80
2019 08	39070 57	25919 74	392 10	4323 12	807 40	3501 53	34943 89	4126 68
2152 69	32324 17	22581 73	380 16	3900 91	466 03	999 03	28327 86	3996 31
2337 96	33619 46	23506 40	1037 44	3461 47	802 98	1270 67	30078 96	3540 50
1675 45	26004 54	17663 55	716 44	1310 20	715 28	1400 81	21806 28	4198 26
1086 07	25668 56	17934 96	521 40	2285 66	716 55	1485 22	22943 79	2724 77
2987 13	43580 08	29051 96	524 50	4590 99	941 33	1502 21	36610 99	6969 09
1534 01	18318 05	11975 66	166 52	831 52	419 45	902 15	14295 30	4022 75
4742 14	42464 41	32741 94	478 92	2826 83	863 18	1625 61	38536 48	3927 93
1813 25	28123 89	18789 64	149 55	3349 42	476 01	1223 62	23988 24	4135 65
1139 85	19951 18	15154 18	228 04	633 38	294 96	922 26	17232 82	2718 36
3404 90	26888 11	18547 72	520 30	1540 34	537 44	1587 88	22733 68	4154 43
1011 52	15430 83	10882 76	100 12	711 50	331 85	332 90	12359 13	3071 70
78295 06	992872 68	712786 12	11766 31	67675 54	20479 29	43167 07	855874 33	136998 35
9459 20	41026 37	16319 07	227 04	1888 25	2160 35	12752 00	33346 71	7679 66
13295 18	37923 84	15969 95	2918 24	.....	2706 93	3556 30	25151 42	12772 42
625 50	11385 02	7840 48	282 24	2713 74	522 76	2025 80	11385 02	.....
6331 40	16789 47	8700 60	308 10	2016 75	47 85	872 30	11945 62	4843 85
2308 26	11583 82	5526 80	48 00	.....	.....	927 36	6502 16	5081 66
32019 54	118708 52	52356 90	3783 62	6618 74	5437 89	20133 78	88330 93	30377 59

TABLE A.—The Common Schools

RECEIPTS BY LOCAL SCHOOL

TOWNS.	From Legislative Grants.		From Local Sources.			
	For Teachers' Salaries.	For Maps, Apparatus, Prizes & Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund and other sources.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Amherstburgh	252 00	12 00	800 00	1092 00	315 24	.....
Barrie	189 00	14 94	881 00	25 53	.....	.....
Belleville	603 00	7 00	3725 00	400 00	.....	.....
Bowmanville	231 00	12 00	2131 00	.....	427 20	.....
Brantford	635 00	12 00	4266 92	3754 31	1449 27	.....
Brockville	504 00	15 00	2961 00	3517 90	91 43	.....
Chatham	414 00	59 79	2426 00	149 50	611 50	.....
Clifton	102 00	.....	550 00	169 33	197 17	.....
Cobourg	557 00	.....	1800 00	80 70	678 19	.....
Collingwood	.....	24 00	.....	1128 00	.....	.....
Cornwall	210 00	.....	1380 00	.....	71 03	.....
Dundas	388 00	.....	610 00	.....	487 75	.....
Galt	346 00	.....	3596 00	.....	24 50	.....
Goderich	357 00	22 00	3400 00	.....	.....	.....
Guelph	425 00	34 49	2049 93	2440 49	738 00	.....
Lindsay	179 00	.....	100 00	583 72	.....	.....
Milton	99 00	.....	153 20	514 00	124 72	112 85
Niagara	294 00	.....	779 33	54 52	511 87	.....
Oakville	165 00	.....	165 00	899 39	275 75	131 00
Owensound	212 00	.....	1124 50	824 00	.....	.....
Paris	294 00	25 25	3323 00	104 36	87 06	.....
Perth	273 00	13 20	1215 00	632 85	90 00	.....
Peterboro'	336 00	25 00	*12272 00	200 00	475 00	.....
Picton	172 00	.....	880 00	42 00	586 06	.....
Port Hope	571 00	16 40	2410 00	.....	878 27	.....
Prescott	252 00	6 00	1000 00	812 70	460 85	.....
Sandwich	84 00	.....	.....	415 00	.....	.....
Sarnia	193 00	6 04	129 80	7442 54	261 00	.....
St. Catharines	649 00	20 00	3063 00	300 00	47 00	.....
Simcoe	252 00	.....	3052 42	.....	85 00	.....
Whitby	276 00	.....	2500 00	.....	467 00	.....
Windsor	244 00	.....	1650 00	.....	.....	.....
Woodstock	336 00	.....	1800 00	.....	523 31	.....
Total	10094 00	325 11	66194 10	25582 84	9964 17	243 85
VILLAGES.						
Berlin	215 52	5 44	1976 81	.....	.....	.....
Bradford	94 00	10 57	407 54	171 00	194 45	.....
Brampton	168 00	.....	830 00	.....	.....	.....
Brighton	73 50	.....	72 50	1083 60	.....	.....
Caledonia	196 00	28 00	800 00	.....	163 38	.....
Chippewa	168 00	.....	934 00	.....	.....	.....
Clinton	117 00	.....	600 00	.....	.....	.....
Colborne	143 81	.....	532 93	.....	5 00	.....
Elora	168 00	10 00	1100 00	.....	179 12	.....
Embro	104 30	5 00	374 24	12 00	206 34	.....
Fergus	126 00	35 20	831 00	.....	193 25	.....
Fort Erie	42 00	.....	404 26	.....	83 57	.....
Hawkesbury	80 08	.....	150 00	177 00	98 00	.....
Hespeler	115 00	.....	155 00	.....	.....	46 00
Ingersoll	252 00	.....	2200 00	.....	378 09	.....
Iroquois	53 00	.....	204 17	.....	110 89	.....

*Part of this sum was paid in 1858.

OF UPPER CANADA, 1859.—(*Continued.*)

AUTHORITIES.		EXPENDITURES BY LOCAL SCHOOL AUTHORITIES.						
Balances	Total Receipts for all Common School purposes, 1859.	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books Stationery, Fuel and other expenses.	Total Expenditure for all Common School purposes during 1859.	Balance unexpended.
$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
54 50	2525 74	1542 87	24 00	.....	78 87	102 34	1748 08	777 66
104 37	1214 84	860 45	79 00	.....	67 16	94 99	1101 60	113 24
738 15	5473 15	3592 55	14 00	.....	153 68	877 46	4637 69	835 46
265 93	3067 13	2090 38	200 00	.....	79 67	357 24	2727 29	339 84
167 47	10284 97	5145 18	24 00	1830 20	398 08	2887 51	10284 97	.....
75 50	7164 83	3138 19	30 00	.....	217 51	245 64	3631 34	3533 49
2280 20	5940 99	3120 00	119 58	.....	203 00	877 46	4320 04	1620 95
60 41	1078 91	814 41	.....	.....	14 60	122 43	951 44	127 47
268 44	3384 33	2422 52	190 00	.....	223 30	365 43	3201 25	183 08
392 99	1544 99	566 45	48 00	186 99	87 59	34 03	923 06	621 93
74 17	1735 20	1100 00	33 75	.....	64 33	230 70	1428 78	306 42
708 83	2194 58	1434 00	7 00	162 60	.....	322 07	1925 67	268 91
2416 76	6383 26	3220 00	.....	29 92	19 29	555 29	3824 50	2558 76
29 45	3808 45	2811 18	44 00	.....	45 00	595 60	3495 78	312 67
151 00	5838 91	2523 20	68 98	167 75	578 00	516 88	3854 81	1984 10
13 00	875 72	740 38	.....	.....	.....	29 34	769 72	106 00
377 81	1381 58	600 00	.....	544 00	40 00	107 00	1291 00	90 58
1906 13	3545 85	855 22	.....	2037 50	.....	200 20	3092 92	452 93
248 69	1884 83	1207 33	.....	.....	69 85	290 18	1567 36	317 47
1000 00	3160 50	1020 00	.....	1054 82	327 05	112 44	2514 31	646 19
339 79	4173 46	1601 02	50 50	.....	839 72	607 82	3099 06	1074 40
4753 34	6077 39	3090 00	26 40	215 35	164 00	3228 14	6723 89	253 50
5549 69	18857 69	1520 00	50 00	16005 00	185 00	.....	17760 00	1097 69
801 51	2481 57	1277 94	.....	200 00	44 88	621 54	2144 36	337 21
38 07	3913 74	2060 95	32 80	.....	133 00	328 01	2554 76	1358 98
588 44	3119 99	1641 67	12 00	.....	413 83	655 69	2723 19	396 80
43 00	542 00	500 00	.....	.....	.....	.....	500 00	42 00
254 25	8286 63	913 34	12 08	6250 00	.....	230 00	7405 42	881 21
1845 15	5924 15	3541 16	40 00	1193 00	127 25	272 98	5174 39	749 76
244 99	3634 41	969 00	40 00	2197 88	44 31	76 58	3327 77	306 64
.....	3243 00	2067 37	8 00	472 00	152 76	259 18	2959 31	283 69
166 78	2060 78	1726 67	.....	.....	213 30	102 89	2042 86	17 92
798 17	3457 48	1874 30	.....	50 00	13 75	1519 43	3457 48	.....
26756 98	139161 05	61587 73	1154 09	32597 01	4998 78	16826 49	117164 10	21996 95
270 31	2468 08	1886 97	10 88	.....	39 50	497 98	2435 33	32 75
86 32	963 88	463 75	21 14	.....	35 48	120 98	641 35	322 53
228 16	1226 16	750 00	.....	.....	143 55	32 09	925 55	300 61
155 19	1384 79	628 26	.....	.....	155 31	59 67	843 24	541 55
40 15	1227 53	1000 00	56 00	9 56	28 61	127 36	1221 53	6 00
185 24	1287 24	749 82	.....	.....	20 88	62 57	833 27	453 97
147 42	864 42	600 34	5 50	.....	.....	74 12	679 96	184 46
632 17	1313 91	367 71	.....	349 50	105 55	130 15	952 91	361 00
20 15	1477 27	1113 82	69 48	94 57	.....	85 20	1363 07	114 20
54 61	756 49	264 30	27 37	.....	48 52	34 39	374 58	381 91
.....	1185 45	684 82	70 40	.....	108 50	54 10	917 82	267 63
13 47	543 30	409 25	.....	.....	11 75	37 81	458 81	84 49
63 23	568 31	399 53	23 00	.....	80 00	.....	502 53	65 78
157 00	473 00	415 24	.....	.....	20 50	37 26	473 00	.....
858 69	3688 78	1732 98	.....	1153 26	.....	123 02	3009 26	679 52
226 53	594 59	472 00	.....	.....	10 88	39 46	522 34	72 25

TABLE A.—THE COMMON SCHOOLS

RECEIPTS BY LOCAL SCHOOL

VILLAGES.—(*Continued.*)	From Legislative Grants.		From Local Sources.			
	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund and other sources.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Kemptville	159 00	.....	772 22	.....	150 30	.....
Kincardine	94 00	.....	94 00	450 00	.....	.....
Mitchell	145 00	.....	1000 00	.....	.....	.....
Napanee	179 00	15 66	575 66	25 87	360 71	.....
Newburgh	141 10	5 00	236 00	745 00	.....	.....
Newcastle	134 00	72 82	444 83	247 46	310 54	.....
New Hamburg	115 00	32 75	1150 00	.....	.....	.....
Newmarket	126 00	7 25	536 00	33 82	332 55	1341 35
Oshawa	160 00	5 00	800 00	.....	546 14	158 41
Pembroke	49 80	.....	60 00	681 00	122 50	.....
Portsmouth	31 00	.....	320 00	134 58	.....	.....
Preston	183 00	.....	1400 00	98 72	.....	.....
Smith's Falls	108 00	.....	600 00	.....	158 50	.....
Southampton	66 75	7 77	108 85	217 39	.....	.....
St. Mary's	180 00	.....	1900 00	.....	.....	.....
St. Thomas	210 16	15 54	1200 00	25 05	481 87	.....
Stratford	294 00	.....	2000 00	.....	51 00	.....
Streetsville	142 00	5 00	437 05	.....	198 46	80 00
Thorold	214 00	.....	1400 00	84 00	526 75	.....
Trenton	272 90	.....	1151 00	1191 65	.....	.....
Vienna	126 00	....	451 08	.....	.....	117 92
Waterloo	134 00	.....	800 00	.....	.....	.....
Welland	131 09	.....	250 00	.....	.....	.....
Yorkville	142 00	.....	889 60	.....	.....	.....
Total	5654 01	261 00	30148 74	5378 14	4851 41	1743 68
Total Counties	123465 89	5794 01	127878 83	500202 33	82917 09	74319 47
" Cities	12813 00	479 88	65728 82	4541 05	3126 23	.....
" Towns	10094 00	325 11	66194 10	25582 84	9964 17	243 85
" Villages	5654 01	261 00	30148 74	5378 14	4851 41	1743 68
Grand Total	152026 90	6860 00	289950 49	535704 36	*100858 90	*76307 00
" " 1858	132524 13	6517 55	270503 86	486572 68	195879 02	.....
Increase	19502 77	342 45	19446 63	49131 68	.....	.....
Decrease	.....	.....	.....	.....	18713 12	.....

* These items were united under one heading in the Report of 1858, and if united here the amount

OF UPPER CANADA, 1859.—(*Continued.*)

AUTHORITIES.		EXPENDITURES BY LOCAL SCHOOL AUTHORITIES.						
Balances.	Total Receipts for all Common School purposes, 1859.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total Expenditure for all Common School purposes, during 1859.	Balance unexpended.
$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
.....	1081 52	640 01	40 00	.....	29 55	128 52	838 08	243 44
39 19	677 19	544 50	.....	.....	25 05	63 38	632 93	44 26
101 94	1246 94	547 35	9 89	534 50	12 00	116 22	1219 96	26 98
326 89	1483 79	910 26	31 32	.....	48 82	456 91	1447 31	36 48
.....	1127 10	341 10	10 00	144 24	11 00	589 76	1096 10	31 00
1500 00	2709 65	750 00	145 64	1500 00	42 00	30 00	2467 64	242 01
441 64	1739 39	663 00	65 50	243 84	29 50	64 57	1066 41	672 98
96 80	2473 77	899 14	28 27	1237 75	60 00	118 81	2393 97	79 80
88 00	1757 55	1200 75	17 00	.....	115 65	325 40	1658 80	98 75
.....	913 30	400 00	13 00	500 00	.....	.....	913 00	00 30
101 90	587 48	450 00	.....	.....	23 90	113 58	587 48	.....
121 88	1803 60	1292 20	39 30	.....	44 61	200 17	1576 28	227 32
4 00	870 50	370 00	.....	.....	24 89	70 76	465 65	404 85
389 24	790 00	544 40	15 54	.....	15 00	215 06	790 00	.....
1842 57	3922 57	1924 45	.....	1011 81	441 14	301 39	3678 79	243 78
343 03	2275 65	1576 00	31 08	.....	12 26	412 83	2032 17	243 48
844 36	3189 36	1620 00	.....	120 07	26 34	484 34	2250 75	938 61
115 00	977 51	571 16	10 00	.....	4 25	143 10	728 51	249 00
219 45	2444 20	1403 98	.....	797 52	24 29	52 00	2277 79	166 41
.....	2615 55	1083 50	2 00	.....	29 00	137 75	1252 25	1363 30
.....	695 00	655 00	.....	.....	.....	40 00	695 00	.....
544 24	1478 24	984 00	4 50	.....	7 13	41 80	1037 43	440 81
153 33	534 42	534 42	.....	.....	.....	.....	534 42	.....
628 74	1660 34	750 00	6 00	.....	.....	125 22	881 22	779 12
11040 84	59077 82	32594 01	752 81	7746 62	1835 41	5747 64	48676 49	10401 33
78295 06	992872 68	712786 12	11766 31	67675 54	20479 29	43167 07	855874 33	136998 35
32019 54	118708 52	52356 90	3783 62	6618 74	5437 89	20133 78	88330 93	30377 59
26756 98	139161 05	61587 73	1154 09	32597 01	4998 78	16826 49	117164 10	21996 95
11040 84	59077 82	32594 01	752 81	7746 62	1835 41	5747 64	48676 49	10401 33
148112 42	1309820 07	859324 76	17456 83	114637 91	32751 37	85874 98	1110045 85	199774 22
152491 35	1244488 59	777616 10	14142 80	123573 24	34669 86	93133 32	1043135 32	201353 27
.....	65331 48	81708 66	3314 03	.....	.....	.....	66010 53	.....
4378 93	.....	.....	.....	8935 33	1918 49	7258 34	.....	1579 05

would be $177165 90, showing the decrease mentioned.

TABLE B.—The Common Schools of Upper Canada, 1859.

COUNTIES.	PUPILS ATTENDING THE COMMON SCHOOLS.															
	School population between 5 and 16 years of age.	Pupils between 5 & 16 years of age.	Pupils of other ages.	Total number of children of all ages attending school.	Boys.	Girls.	Indigent pupils.	No. of Children attending School.						No. whose attendance is not reported.	No. of children not attending any School whatever.	Average attendance of pupils.
								Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 to 260 days.			
Glengarry	5498	3738	188	3926	2154	1772	23	236	520	859	829	791	683	8	1207	1737
Stormont	4374	3348	328	3676	1928	1748	36	371	636	854	787	518	340	170	170	1433
Dundas	5009	3917	327	4244	2319	1925	78	294	740	1123	869	651	505	62	661	1606
Prescott	4197	2752	156	2908	1486	1422	73	323	599	745	608	370	204	59	783	1239
Russell	2000	912	45	957	530	427	10	91	129	182	257	147	59	92	313	328
Carleton	7967	5583	439	6022	3328	2694	121	536	950	1287	1032	963	652	602	1610	2282
Grenville	5718	4579	360	4939	2678	2261	45	479	858	1231	1105	706	420	140	557	1384
Leeds	8796	7390	699	8089	4237	3852	79	905	1745	2044	1586	969	691	149	793	2634
Lanark	7964	6140	328	6468	3462	3006	109	673	1168	1578	1315	892	723	119	1132	2384
Renfrew	4853	3075	147	3222	1745	1477	34	490	680	776	507	399	274	96	1239	1094
Frontenac	5815	4490	333	4823	2531	2292	64	401	873	1211	989	873	475	1	954	1874
Addington	4842	3743	357	4100	2130	1970	44	462	642	874	861	707	420	134	686	1491
Lennox	2103	1714	198	1912	990	922	100	208	397	492	379	284	141	11	826	689
P. Edward	5007	4181	599	4780	2715	2065	113	411	873	1066	1005	888	537	.....	785	1839
Hastings	9484	7099	600	7699	4151	3568	122	842	1670	1977	1613	950	505	142	1856	2730
Northumberland	9242	7141	703	7844	4359	3485	162	1007	1939	2061	1360	885	592	.....	1185	2556
Durham	9001	7197	676	7873	4508	3365	103	804	1637	1977	1501	1091	830	33	748	2809
Peterboro'	4925	3798	252	4050	2224	1826	39	392	654	1010	858	620	503	13	616	1537
Victoria	4834	3844	443	4287	2398	1889	50	446	901	1101	851	557	236	195	531	1451
Ontario	10149	8648	951	9599	5332	4267	154	914	1875	2331	1733	1415	1165	166	1163	3501
York	15256	12181	1101	13282	7434	5848	356	1161	2604	3073	2532	1907	1884	151	1934	4756
Peel	6955	5575	526	6101	3523	2578	124	672	1173	1427	1187	910	732	.....	1132	2213
Simcoe	10535	8004	632	8636	4830	3806	108	1096	1778	2370	1698	1060	631	8	1240	2947
Halton	5103	4009	464	4473	2535	1938	135	324	770	998	944	754	558	125	573	1638
Wentworth	7163	5285	583	5868	3270	2598	216	587	1150	1393	1125	847	646	120	767	2240
Brant	5168	4210	435	4645	2595	2050	118	502	960	1158	756	602	634	48	737	1778
Lincoln	4880	3907	428	4235	2294	1941	137	529	935	1113	702	516	284	156	802	1120
Welland	5106	4105	480	4585	2613	1972	79	607	1040	1384	891	418	205	40	672	1300
Haldimand	6661	4969	485	5454	2988	2466	77	588	1056	1352	1102	678	558	120	1203	1965
Norfolk	7317	6044	585	6629	3530	3099	132	822	1550	1768	1248	778	343	120	749	2040

Oxford	10728	9152	929	10081	5587	4494	197	845	1847	2486	1924	1568	1123	288	1004	3572
Waterloo	8407	7092	468	7560	4353	3207	105	759	1545	1927	1565	939	639	186	1271	2583
Wellington	10672	8519	623	9142	5134	4008	117	987	1977	2406	1721	1202	841	8	1547	3167
Grey	8932	6662	389	7051	3771	3280	36	906	1569	1891	1273	781	435	196	1531	2170
Perth	8254	6491	477	6968	3827	3141	45	732	1346	1632	1472	993	649	144	1536	2562
Huron	12571	9438	562	10000	5449	4551	85	1069	2021	2570	1854	1399	1051	36	2710	3850
Bruce	5291	3993	220	4213	2286	1927	28	613	788	1063	753	370	333	293	779	1265
Middlesex	12680	10968	1024	11992	6578	5414	163	1233	2206	2827	2333	1556	1194	643	1783	3932
Elgin	8121	6452	753	7205	3960	3245	178	958	1515	1940	1485	820	456	31	1078	2414
Kent	6781	4556	474	5030	2727	2303	52	717	1115	1280	1054	625	239	.....	1686	1669
Lambton	5493	4796	471	5267	2827	2440	25	563	998	1335	1097	662	393	219	882	1732
Essex	5181	3527	190	3717	2025	1692	46	432	726	926	687	585	361	.....	1071	1261
Total	298973	233124	20428	253552	139321	114231	4159	26987	50145	63093	49448	34646	24114	5119	43952	88772
CITIES.																
Toronto	10500	6595	67	6662	3619	3043	.....	655	1170	1595	1343	1091	808	.....	.....	2685
Hamilton	5300	4650	47	4697	2547	2150	475	492	744	1342	722	707	353	337	.....	1780
Kingston	3500	2474	11	2485	1374	1111	.....	123	289	419	550	620	484	.....	265	1169
London	3555	2664	75	2739	1452	1287	.....	184	294	407	385	375	1094	.....	600	1339
Ottawa	3166	2390	82	2472	1376	1096	.....	148	282	386	438	585	633	.....	.....	1094
Total	26021	18773	282	19055	10368	8687	475	1602	2779	4149	3438	3378	3372	337	865	8067
TOWNS.																
Amherstburgh	650	170	26	196	95	101	13	6	25	37	36	40	52	.....	29	118
Barrie	463	347	21	368	219	149	.....	35	38	66	27	57	28	117	17	149
Belleville	1344	1177	28	1205	653	552	23	75	137	185	208	293	306	1	71	643
Bowmanville	550	415	25	440	230	210	60	20	50	70	90	100	110	.....	70	339
Brantford	1677	1474	86	1560	830	730	215	128	261	413	400	258	100	.....	30	537
Brockville	1245	771	46	817	348	469	.....	58	105	96	180	190	188	.....	.....	424
Chatham	940	734	10	744	374	370	60	11	84	190	337	122	.....	.....	146	339
Clifton	216	203	5	208	123	85	15	21	34	61	30	35	27	.....	.....	84
Cobourg	1360	769	24	793	526	267	92	39	101	156	143	100	127	127	.....	300
Collingwood	450	321	.....	321	185	136	.....	27	52	96	62	42	42	.....	.....	138
Cornwall	500	393	11	404	196	208	.....	43	88	96	91	54	32	.....	.....	156
Dundas	817	527	6	533	313	220	138	6	62	116	165	93	91	.....	20	241
Galt	739	628	9	637	329	308	.....	7	4	18	56	113	439	.....	.....	478
Goderich	800	680	7	687	340	347	.....	36	128	150	133	144	96	.....	20	356
Guelph	1020	785	45	830	475	355	45	57	173	219	163	125	93	.....	.....	354
Lindsay	427	299	30	329	189	140	.....	.....	30	84	80	84	101	.....	30	208
Milton	236	145	17	162	102	60	8	10	19	15	10	15	93	.....	.....	67

TABLE B.—The Common Schools of Upper Canada, 1859.—(*Continued.*)

PUPILS ATTENDING THE COMMON SCHOOLS.

Number in the Different Branches of Education.

COUNTIES.	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needlework.	Other studies.
	1st Class. (lowest.)	2nd Class.	3rd Class.	4th Class.	5th Class.															
Glengarry	621	662	850	854	840	2183	1313	1030	175	335	2360	78	84	91	46	177	76	32	31	.....
Stormont	629	578	743	673	839	1729	691	701	91	149	1744	51	5	22	3	25	.....	.....	.....	13
Dundas	646	694	886	842	821	1724	672	720	53	127	1827	75	26	28	11	39	34	6	.....	.....
Prescott	707	589	543	585	451	1417	627	566	158	174	1520	40	42	23	9	99	140	14	6	132
Russell	204	140	189	157	131	353	207	318	112	80	387	13	9	21	2	26	.....	10	.....	22
Carleton	976	1015	1323	1303	1049	2783	978	1395	283	320	3035	228	56	75	43	52	65	.....	12	66
Grenville	674	929	1124	961	1064	2190	829	825	117	232	2371	93	33	51	10	33	2	.....	.....	39
Leeds	1226	1403	1713	1657	1657	3299	1315	1513	92	254	4184	116	45	84	28	25	8	3	12	23
Lanark	1000	1052	1374	1374	1383	3365	1346	1483	165	215	3285	210	58	52	44	140	18	18	25	25
Renfrew	601	698	780	668	465	1348	603	583	109	79	1577	22	13	4	4	10	243	.....	6	11
Frontenac	864	905	1112	954	781	2349	916	974	19	269	2687	80	16	37	28	80	37	.....	128	127
Addington	651	708	793	806	972	2291	761	1006	122	417	2188	91	14	53	27	76	114	.....	3	37
Lennox	246	294	417	429	516	1077	530	681	.....	288	1049	30	9	44	22	52	30	.....	.....	42
P. Edward	629	777	1017	1135	1222	2912	1296	2070	816	782	3035	162	56	167	55	168	265	14	.....	166
Hastings	1363	1454	1518	1337	1319	3356	1288	2160	513	754	3201	139	41	100	44	281	385	98	12	127
Northumberland	1405	1866	2019	1596	948	4413	1242	2277	456	269	4157	113	20	93	27	161	337	4	58	128
Durham	2432	1377	2040	1264	1113	4378	1204	1755	609	605	3297	308	122	128	68	159	399	32	42	37
Peterboro'	706	816	921	886	714	1941	736	968	363	371	1937	65	45	37	21	70	90	5	14	24
Victoria	704	882	1054	818	700	2106	849	1290	688	518	2134	36	9	77	62	137	187	4	.....	.....
Ontario	1630	1743	2051	1870	2036	4773	2175	3030	984	1147	5480	185	142	227	122	611	1067	105	80	288
York	2105	2576	2826	2423	2514	7630	3674	5078	1452	1424	7491	399	255	351	230	521	1328	69	221	242
Peel	971	1136	1293	1299	1231	3524	1483	1914	450	493	3561	159	82	86	43	89	84	88	20	63
Simcoe	1752	1717	2082	1644	1225	4369	1520	1921	656	554	4538	109	71	77	45	64	371	40	24	38
Halton	608	757	953	852	996	2509	1372	1817	679	639	2659	212	115	168	84	233	379	32	5	132
Wentworth	794	907	1280	1163	1112	3296	1296	1732	410	452	3315	118	42	105	47	194	460	18	138	37
Brant	730	815	819	899	952	2745	1312	2069	484	617	2718	133	48	171	77	164	274	9	105	84
Lincoln	643	714	829	717	843	2265	971	1363	283	400	2180	97	46	88	20	140	117	72	9	113
Welland	637	715	868	791	958	2588	1104	1554	426	390	2501	145	75	160	54	137	535	54	65	111
Haldimand	942	1094	1046	1128	958	2670	1184	1799	499	424	2848	72	34	83	33	117	162	3	4	142
Norfolk	1101	1185	1324	1334	1327	3196	1302	2020	218	1184	3125	116	24	99	42	286	463	124	97	41

Oxford	1492	1722	1942	1994	2202	5170	2417	3664	866	848	5708	236	144	231	120	580	861	131	55	174
Waterloo	1563	1533	1586	1229	996	4201	1589	2498	712	509	4659	69	110	99	82	530	1280	145	.....	340
Wellington	1478	1863	2092	1657	1314	4250	1816	2792	643	494	4482	129	83	107	58	172	229	4	.....	26
Grey	1673	1492	1644	1234	819	3081	1186	1139	450	245	3209	60	25	31	12	71	447	.....	.....	36
Perth	1471	1371	1568	1209	956	3082	1154	1892	321	423	3370	37	51	63	37	102	189	.....		.....
Huron	2011	2073	2385	1960	1419	5436	2333	3348	864	791	5109	79	71	61	54	80	469	254	8	49
Bruce	863	875	980	799	426	2315	620	730	198	128	1778	22	21	23	8	40	164	.....	4	17
Middlesex	1673	1807	2263	2238	2868	6362	2928	4295	1256	1419	6247	268	194	334	208	732	1013	144	81	283
Elgin	1189	1152	1392	1176	1787	4241	2117	3164	876	786	4109	251	88	272	136	255	228	54	56	120
Kent	966	866	936	744	1049	2683	1122	2047	828	482	2763	77	34	97	43	156	478	14	45	5
Lambton	959	962	1148	998	1058	2710	1306	1708	615	366	2676	118	43	85	25	187	497	116	9	76
Essex	804	750	837	702	454	1866	652	1011	167	173	1878	34	4	5	5	21	77	.....	3	6
Total	44339	46654	54560	48759	46485	130176	54036	74900	19278	20626	131379	5075	2505	4210	2139	7292	13602	1717	1378	3442
CITIES.																				
Toronto	1309	1283	1103	620	454	4093	2671	4573	1588	1852	3140	92	155	173	113	127	3294	714	1611	27
Hamilton	1056	2088	578	504	272	4068	1623	3856	3609	771	4075	97	26	159	80	124	3376	3436	174	4242
Kingston	515	489	615	444	300	1433	1066	1147	323	419	1559	48	95	50	37	123	420	14	276	55
London	784	546	746	364	289	1909	1325	2433	1506	540	2081	60	190	387	74	80	.....	186	443	174
Ottawa	562	548	499	163	342	140	955	995	742	819	1385	103	83	156	100	123	472	52	12	.....
Total	64220	4954	3541	2095	1657	11643	7640	13004	7768	4401	12240	400	549	925	404	577	7562	4402	1016	4498
TOWNS.																				
Amherstburg	41	43	40	33	23	50	28	20	.....	6	65	4	5	2	2	.....	.....	.....	.....	4
Barrie	71	81	88	63	65	214	182	178	48	52	219	10	6	6	20	20	40	.....	38	.....
Belleville	264	287	274	226	164	862	552	601	137	147	930	33	3	6	6	102	.....	401	60	100
Bowmanville	110	70	110	90	60	330	260	330	330	150	260	20	19	60	20	60	45	45	110	60
Brantford	404	482	319	112	82	1078	411	641	112	670	833	78	68	.....	.....	68	558	180	158	124
Brockville	171	139	308	134	100	488	306	416	50	25	587	30	6	12	.....	.....	700	.....	181	.....
Chatham	104	122	139	150	180	463	137	293	94	167	415	33	13	12	7	66	224	.....	.....	50
Clifton	36	46	47	27	40	92	64	39	19	27	91	5	1	2	3	10	12	37	14	10
Cobourg	101	171	176	127	105	480	252	409	197	109	439	34	10	16	.....	65	.....	.....	16	32
Collingwood	39	131	43	38	70	300	272	296	.....	47	300	6	24	20	12	40	120	60	.....	40
Cornwall	54	82	115	97	55	289	263	297	.....	67	289	10	.....	16	6	67	50	.....	48	67
Dundas	60	73	102	74	68	298	196	249	35	71	269	17	.....	13	6	4	98	.....	63	14
Galt	86	82	120	136	142	637	397	397	240	142	469	.....	.....	34	11	86	240	397	.....	58
Goderich	150	146	139	132	120	537	391	537	537	120	537	20	.....	24	20	.....	687	.....	.....	20
Guelph	72	105	115	188	99	424	288	282	164	111	426	26	20	11	12	53	35	.....	158	56
Lindsay	91	70	67	58	43	155	94	111	23	47	179	6	7	11	12	36	40	.....	.....	.....
Milton	10	22	20	18	50	100	30	80	22	30	102	3	18	6	3	40	.....	.....	.....	16

TABLE B.—THE COMMON SCHOOLS OF UPPER CANADA, 1859.—(*Continued.*)

TOWNS.—(*Continued.*)	PUPILS ATTENDING THE COMMON SCHOOLS.															
	School Population between 5 and 16 years of age.	Pupils between 5 and 16 years of age.	Pupils of other ages.	Total No. of children of all ages attend'g school.	Boys.	Girls.	Indigent pupils.	No. of children attending school.						No. whose attendance is not reported.	No. of children not attending any school whatever.	Average attendance of pupils of all ages
								Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 to 260 days.			
Niagara	648	205	5	210	125	85	40	10	55	145	.....	.....	.....	.....	200	147
Oakville	395	292	.....	292	173	119	88	19	47	75	49	89	13	.....	.....	145
Owen Sound	492	366	13	379	178	201	.....	57	65	99	65	70	23	.....	.....	150
Paris	732	596	53	649	345	304	23	45	111	153	129	170	41	.....	10	265
Perth	700	302	7	309	146	163	.....	3	27	35	55	76	113	.....	25	214
Peterboro'	800	659	28	687	415	272	25	78	122	169	117	112	89	.....	.....	247
Picton	430	410	21	431	244	187	.....	28	57	127	110	66	13	30	17	172
Port Hope	1200	578	61	639	380	259	18	7	24	90	98	91	326	3	400	490
Prescott	600	419	13	432	287	145	37	35	70	118	75	78	56	.....	98	172
Sandwich	230	230	1	231	137	94	84	13	42	56	54	63	3	.....	.....	84
Sarnia	445	277	43	320	207	113	17	49	63	92	50	40	26	.....	2	73
St. Catharines	1500	867	106	973	463	510	120	83	138	197	124	81	50	.....	.....	600
Simcoe	525	382	20	402	216	186	.....	20	76	120	63	68	55	.....	.....	177
Whitby	663	423	24	447	262	185	54	3	18	27	53	67	279	.....	.....	301
Windsor	625	455	.....	455	220	235	.....	67	57	83	91	93	60	4	.....	198
Woodstock	693	698	61	759	434	325	105	117	187	169	105	102	75	4	.....	268
Total	24112	16997	852	17849	9759	8090	1280	1213	2550	3773	3749	3131	3147	286	1185	8634
VILLAGES.																
Berlin	577	560	4	564	306	258	.....	31	46	90	92	110	195	.....	12	250
Bradford	209	163	5	168	95	73	8	10	38	43	30	32	10	5	.....	60
Brampton	487	305	55	360	210	150	.....	19	35	64	71	80	91	.....	.....	132
Brighton	320	255	13	268	148	120	.....	57	73	80	35	14	9	.....	28	67
Caledonia	378	278	8	286	234	52	23	30	84	70	65	25	12	.....	.....	124
Chippewa	346	276	.....	276	158	118	.....	33	62	67	34	46	34	.....	.....	108
Clinton	238	237	.....	237	143	94	.....	27	47	87	46	20	10	.....	.....	112
Colborne	226	173	3	176	104	72	.....	22	34	51	40	29	.....	.....	.....	54

Elora	370	314	67	381	129	252	31	25	83	93	67	76	37	.....	.....	140
Embro	150	200	9	209	111	98	13	12	31	34	31	48	53	.....	30	96
Fergus	260	231	9	240	142	98	10	16	35	29	33	27	100	.....	30	111
Fort Erie	100	94	5	99	65	34	6	12	16	32	20	12	7	.....	.....	28
Hawkesbury	300	136	11	147	90	57	.....	12	30	25	30	26	24	.....	129	69
Hespeler	213	170	1	171	92	79	.....	14	30	37	46	27	17	.....	42	79
Ingersoll	443	344	14	358	186	172	46	53	101	96	70	33	5	.....	.....	113
Iroquois	205	116	4	120	64	56	6	.....	10	.....	50	30	30	.....	.....	48
Kemptville	295	246	8	254	133	121	9	15	38	80	66	31	24	.....	.....	48
Kincardine	230	216	13	229	126	103	.....	22	25	49	63	40	28	2	.....	100
Mitchell	300	275	6	281	150	131	.....	50	66	88	33	23	21	.....	.....	94
Napanee	450	318	13	331	198	133	.....	36	78	110	53	52	2	.....	16	79
Newburgh	280	202	.....	202	114	88	.....	4	19	60	70	49	.....	.....	30	58
Newcastle	340	175	20	195	95	100	4	.....	20	25	10	60	80	.....	100	109
New Hamburgh	312	261	.....	261	126	135	.....	31	38	54	65	37	36	.....	51	104
Newmarket	343	277	43	320	207	113	17	49	63	92	50	40	26	.....	2	101
Oshawa	382	248	55	303	166	137	7	6	47	59	47	60	84	.....	.....	180
Pembroke	171	87	3	90	52	38	.....	2	3	8	18	29	30	.....	84	39
Portsmouth	323	216	12	228	130	98	.....	9	32	58	56	47	26	.....	20	106
Preston	392	383	3	386	210	176	.....	44	39	82	71	65	85	.....	.....	168
Smiths' Falls	264	153	4	157	118	39	8	12	34	33	27	45	6	.....	23	51
Southampton	144	137	2	139	77	62	.....	3	19	35	21	24	34	3	70	70
St. Marys	633	640	24	664	374	290	.....	14	74	80	100	196	200	.....	73	338
St. Thomas	342	313	26	339	193	146	19	3	27	66	111	79	53	.....	.....	154
Stratford	670	560	10	570	313	257	.....	36	112	125	120	97	80	.....	.....	134
Streetsville	326	216	23	239	164	75	15	17	44	80	41	34	23	.....	.....	92
Thorold	427	381	7	388	219	169	30	34	75	99	84	55	41	.....	... .	156
Trenton	392	384	20	404	212	192	.....	29	83	97	104	66	25	.....	.....	145
Vienna	260	244	1	245	129	116	.....	18	35	71	54	43	24	.....	20	108
Waterloo	350	307	2	309	168	141	.....	4	45	71	96	52	41	.....	41	150
Welland	185	168	37	205	119	86	.....	14	38	47	50	29	27	.....	.....	82
Yorkville	346	337	.....	337	170	167	.....	12	57	66	56	64	82	.....	.....	131
Total	12979	10596	540	11136	6240	4896	252	837	1866	2533	2226	1952	1712	10	801	4388
Total Counties	298973	233124	20428	253552	139321	114231	4159	26987	50145	63093	49448	34646	24114	5119	43952	88772
" Cities	26021	18773	282	19055	10368	8687	475	1602	2779	4149	3438	3378	3372	337	865	8067
" Towns	24112	16997	852	17849	9759	8090	1280	1213	2550	3773	3749	3131	3147	286	1185	8634
" Villages	12979	10596	540	11136	6240	4896	252	837	1866	2533	2226	1952	1712	10	801	4388
Grand Total	362085	279490	22102	301592	165688	135904	6166	30639	57340	73548	58861	43107	32345	5752	46803	109861
" " 1858	360578	267383	26300	293683	160633	133050	6490	30244	55451	69496	55569	42394	30782	9747	52943	103092
Increase	1507	12107	.....	7909	5055	2854	.....	395	1889	4052	3292	713	1563	.....	.....	6769
Decrease	.....	.....	4198	.....	.....	.....	324	.....	.....	.....	.....	.....	.....	3995	6140	... .

TABLE B.—THE COMMON SCHOOLS OF UPPER CANADA, 1859.—(*Continued.*)

TOWNS—(*Continued.*)	PUPILS ATTENDING THE COMMON SCHOOLS.																			
	Number in the different branches of instruction.																			
	Reading.																			
	1st Class. (lowest).	2nd Class.	3rd Class.	4th Class.	5th Class.	Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal Music.	Linear Drawing.	No. of girls learning needlework.	Other studies.
Niagara	50	46	54	35	25	80	28	50	28	30	80	10	.....	14	5	22	.....	.....	40	.....
Oakville	60	80	70	60	22	232	200	200	100	50	232	.....	.....	.....	.....	.....	292	292	.....	.....
Owen Sound	82	86	129	29	53	379	365	359	105	342	211	.....	.....	.....	.....	38	20	.....	.....	38
Paris	178	72	79	80	85	374	284	125	120	110	416	13	.....	.....	.....	.....	40	.....	40	130
Perth	108	74	56	45	26	201	127	309	.....	71	201	26	.....	7	6	26	163	45	.....	2
Peterboro'	153	185	183	80	135	405	327	352	252	166	398	.....	.....	1	1	.....	41	43	.....	.....
Picton	79	87	102	122	13	320	140	333	115	38	177	.....	.....	1	1	1	1	.....	.....	.....
Port Hope	108	107	106	95	97	405	265	405	174	192	405	35	61	43	15	73	.....	29	.....	.....
Prescott	47	87	119	76	101	304	232	248	50	58	229	16	9	20	10	.....	.....	.....	31	6
Sandwich	37	50	72	34	45	149	82	103	.....	37	144	3	3	1	4	.....	10	.....	.....	.....
Sarnia	40	30	77	25	23	169	81	78	79	43	133	12	.....	10	5	23	.....	.....	.....	51
St. Catharines	200	185	176	124	77	694	328	331	153	86	597	28	7	14	6	81	168	.....	8	2
Simcoe	98	54	64	128	58	250	186	226	152	58	226	8	1	.....	1	58	110	.....	186	24
Whitby	57	90	99	101	100	363	156	184	6	98	386	15	3	11	10	12	404	72	148	2
Windsor	117	83	62	94	66	222	84	119	16	20	176	4	6	4	5	8	8	.....	8	62
Woodstock	170	147	167	117	158	632	255	759	442	191	612	43	69	61	17	159	759	277	107	64
Total	3448	3615	3837	2948	2550	11976	7263	9357	3800	3578	11033	548	359	438	226	1238	4865	1878	1414	1032
VILLAGES.																				
Berlin	150	163	106	50	65	431	213	484	94	30	430	11	5	13	12	36	460	96	.....	62
Bradford	13	16	23	57	59	112	53	83	.....	30	136	.....	.....	14	12	30	.....	.....	.....	168
Brampton	96	80	66	50	24	160	110	175	190	10	156	5	.....	1	3	15	220	.....	.....	.....
Brighton	56	56	71	50	35	142	60	26	.....	14	144	.....	.....	8	4	.....	.....	.....	.....	.....
Caledonia	104	63	77	64	83	223	99	158	.....	13	208	11	6	.....	.....	8	.....	.....	.....	.....
Chippewa	53	45	41	51	86	184	89	107	29	15	211	12	.....	16	4	.....	.....	.....	.....	16
Clinton	30	25	26	15	20	75	72	72	10	10	72	15	.....	8	.....	8	.....	.....	.....	.....
Colborne	36	40	45	34	21	140	107	137	.....	55	125	35	.....	.....	.....	.....	.....	.....	.....	.....

Elora	16	65	61	48	59	210	148	220	14	87	172	12	4	4	.....	45	381	18	220	17
Embro	36	42	43	45	38	126	125	126	38	38	136	.....	10	7	7	10	86	.....	.....	5
Fergus	34	36	48	52	77	134	118	127	.....	53	121	.....	.....	15	4	17	170	19	58	.....
Fort Erie	11	18	24	20	26	44	35	40	.....	.....	55	7	.....	2	.....	1	.....	1	.....	.....
Hawkesbury	18	14	26	30	22	45	32	25	.....	15	56	3	2	.....	1	8	.....	.....	.....	.....
Hespeler	34	28	27	30	23	62	7	12	.....	.....	46	.....	.....	4	.....	7	.....	.....	.....	.....
Ingersoll	70	30	173	95	45	289	203	209	140	79	289	4	.....	1	.....	45	.....	.....	.....	15
Iroquois	17	16	12	34	50	75	30	30	4	12	75	6	.....	12	.....	4	120	.....	12	.....
Kemptville	39	45	66	55	49	133	140	183	.....	49	160	3	4	8	4	27	.....	.....	.....	1
Kincardine	74	84	96	79	37	160	125	125	.....	.....	125	25	.....	14	4	.....	.....	.....	.....	.....
Mitchell	50	83	44	24	46	114	114	114	47	.....	196	.....	.....	15	.....	.....	281	.....	.....	.....
Napanee	45	35	61	51	30	136	80	113	113	30	142	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newburgh	25	34	54	50	20	180	170	202	70	20	170	20	.....	7	2	.....	.....	.....	.....	20
Newcastle	15	23	40	20	35	129	37	42	.....	30	95	6	.....	.....	.....	8	.....	.....	.....	.....
New Hamburgh	80	64	90	8	19	160	42	70	12	12	170	.....	.....	6	3	.....	50	.....	.....	6
Newmarket	40	30	77	25	23	169	81	78	79	43	133	12	.....	10	5	23	.....	.....	.....	51
Oshawa	49	62	65	70	57	254	172	182	85	67	251	41	20	35	32	22	248	70	108	40
Pembroke	15	20	28	15	12	55	55	55	12	12	57	.....	12	5	.....	7	.....	.....	.....	.....
Portsmouth	26	47	60	59	27	105	63	65	.....	18	116	5	4	6	1	.....	.....	66	.....	.....
Preston	88	75	56	38	24	220	72	151	47	35	153	.....	.....	8	.....	.....	306	20	.....	.....
Smith's Falls	28	22	26	26	29	117	42	81	.....	26	129	1	2	2	3	.....	.....	.....	.....	.....
Southampton	42	18	44	35	.....	97	97	97	.....	59	97	.....	.....	6	6	46	16	.....	.....	12
St. Marys	80	140	145	140	130	664	550	664	400	416	664	70	70	64	41	130	.....	.....	140	100
St. Thomas	17	24	53	55	102	281	233	259	234	164	270	40	8	98	23	102	156	.....	15	.....
Stratford	155	135	90	104	86	390	250	316	36	70	320	6	.....	15	11	17	40	.....	.....	100
Streetsville	45	53	52	45	42	190	95	80	60	31	183	10	4	7	9	.....	.....	.....	.....	.....
Thorold	56	140	76	61	55	162	119	131	2	73	172	11	4	6	4	27	.....	.....	20	15
Trenton	92	161	94	65	52	189	109	136	.....	15	200	15	9	19	9	20	89	.....	.....	.....
Vienna	61	45	49	43	47	130	60	116	9	18	169	.....	.....	.....	.....	23	.....	.....	.....	3
Waterloo	30	49	64	76	73	72	23	41	41	17	90	.....	9	7	4	14	40	30	15	13
Welland	43	31	25	33	73	163	106	111	.....	73	129	11	5	7	3	73	.....	.....	.....	73
Yorkville	102	95	70	36	34	235	140	235	140	70	235	.....	.....	.....	.....	.....	235	.....	.....	.....
Total	2071	2252	2394	1938	1835	6957	4476	5678	1906	1809	6858	397	178	450	211	773	2898	320	588	717
Total Counties	44339	46654	54560	48759	46485	130176	54036	74900	19278	20626	131379	5075	2505	4210	2139	7292	13602	1717	1378	3442
" Cities	4220	4954	3541	2095	1657	11643	7640	13004	7768	4401	12240	400	549	925	404	577	7562	4402	1016	4498
" Towns	3448	3615	3837	2948	2550	11976	7263	9357	3800	3578	11033	548	359	438	226	1238	4865	1878	1414	1032
" Villages	2071	2252	2394	1938	1835	6957	4476	5678	1906	1809	6858	397	178	450	211	773	2898	320	588	717
Grand Total	54078	57475	64332	55740	52527	160752	73415	102939	32752	30414	161510	6420	3591	6023	2980	9880	28927	8317	4396	9689
" " 1858	50392	54947	61815	54192	50311	149003	66131	88763	25301	23157	161089	6264	3079	5105	2609	9182	24270	7329	.....	11504
Increase	3686	2428	2517	1548	2216	11749	7284	14176	7451	7257	421	156	512	918	371	698	4657	988	.....	.....
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1815

TABLE C.—THE COMMON SCHOOLS

COMMON SCHOOL

COUNTIES.	Total			Religious Denominations.													
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other Persuasions.	Not reported.
Glengarry	66	47	19	.....	20	43	.....	1	.....	.....	.....	.....	.....	.....	1	1
Stormont	69	28	41	14	11	22	11	6	4	.....	.....	.....	.....	.....	.....	1
Dundas	73	43	30	9	7	12	39	2	.....	2	.....	.....	.....	.....	2	.....
Prescott	58	28	30	7	23	14	10	3	.....	.....	.....	.....	.....	.....	1	.....
Russell	22	15	7	2	3	7	6	3	.....	.....	.....	.....	1	.....	.....	.....
Carleton	102	84	18	33	27	18	20	3	.....	.....	.....	.....	.....	.....	1	.....
Grenville	83	48	35	17	9	23	30	2	.....	.....	.....	.....	1	.....	1	.....
Leeds	153	98	55	48	14	28	56	4	.....	1	.....	.....	.....	.....	1	1
Lanark	115	70	45	20	14	43	23	5	7	.....	.....	1	.....	.....	2	.....
Renfrew	65	54	11	7	19	28	3	2	.....	.....	.....	.....	6	.....	.....	.....
Frontenac	84	56	28	12	16	12	43	1	.....	.....	.....	.....	.....	.....	.....	.....
Addington	76	43	33	10	5	7	50	1	.....	.....	.....	1	1	.....	.....	1
Lennox	42	26	16	7	.....	2	29	2	1	.....	1	.....	.....	.....	.....	.....
Prince Edward	83	72	11	9	4	4	55	2	2	.....	5	.....	.....	.....	2	.....
Hastings	129	94	35	27	17	21	52	3	2	.....	.....	1	.....	.....	6	.....
Northumberland	118	85	33	17	7	24	53	4	2	.....	4	1	.....	.....	.....	6
Durham	96	78	18	29	.....	18	21	2	2	.....	.....	2	19	.....	1	2
Peterboro'	55	49	6	5	12	13	15	4	2	.....	.....	.....	1	.....	2	1
Victoria	66	48	18	7	11	17	18	.....	7	.....	3	.....	.....	.....	.....	3
Ontario	107	94	13	17	4	39	28	7	6	.....	2	1	.....	.....	3	.....
York	141	131	10	25	7	54	41	1	5	1	2	3	1	.....	1	.....
Peel	75	71	4	16	3	35	18	3	.....	.....	.....	.....	.....	.....	.....	.....
Simcoe	127	109	18	40	17	24	28	2	1	.....	1	1	10	.....	1	2
Halton	55	46	9	11	1	22	18	.....	.....	.....	.....	.....	.....	.....	2	1
Wentworth	82	63	19	11	5	31	23	7	4	.....	1	.....	.....	.....	.....	.....
Brant	62	46	16	7	2	20	21	8	2	.....	1	.....	.....	.....	.....	1
Lincoln	82	52	30	12	2	11	34	10	1	.....	.....	.....	3	2	4	3
Welland	79	49	30	11	.....	14	30	9	.....	.....	1	2	10	.....	1	1
Haldimand	81	70	11	19	3	16	36	3	1	.....	.....	2	.....	.....	1	.....
Norfolk	101	75	26	17	1	18	31	30	.....	.....	.....	.....	.....	.....	2	2
Oxford	112	88	24	14	3	42	26	15	3	.....	4	.....	1	.....	3	1
Waterloo	89	82	7	5	11	26	22	3	2	14	.....	.....	2	.....	1	3
Wellington	105	100	5	17	16	45	17	3	1	.....	1	1	1	.....	1	2
Grey	127	105	22	21	5	50	24	.....	2	1	3	2	5	.....	7	7
Perth	87	82	5	15	8	33	20	2	3	4	.....	.....	.....	.....	.....	2
Huron	126	113	13	28	10	41	38	2	2	.....	.....	3	.....	.....	2	.....
Bruce	87	72	15	6	5	45	16	8	.....	.....	.....	.....	7	.....	.....	.....
Middlesex	156	130	26	33	4	52	42	14	2	.....	1	1	5	.....	.....	2
Elgin	104	70	34	17	.....	29	32	17	1	.....	.....	4	3	.....	1	.....
Kent	81	61	20	8	6	18	22	13	6	.....	.....	.....	6	.....	.....	2
Lambton	96	76	20	18	2	35	29	4	5	.....	.....	.....	2	.....	1	.....
Essex	60	48	12	15	24	6	8	2	1	.....	.....	.....	.....	.....	1	3
Total	3777	2899	878	663	358	1062	1138	213	77	23	30	26	85	2	52	48
CITIES.																
Toronto	54	18	36	11	16	9	13	4	1	.....	.....	.....	.....	.....	.....	.....
Hamilton	46	10	36	7	12	16	9	.....	2	.....	.....	.....	.....	.....	.....	.....
Kingston	23	10	13	10	7	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
London	23	9	14	5	4	5	6	1	2	.....	.....	.....	.....	.....	.....	.....
Ottawa	22	12	10	3	11	7	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	168	59	109	36	50	38	34	5	5	.....	.....	.....	.....	.....	.....	.....

OF UPPER CANADA, 1859.

TEACHERS.

Certificates.											Annual Salaries.					
	Normal School.		County Board.								Average.					
Total holding Certificates.	1st Class.	2nd Class.	1st Class.	2nd Class.	3rd Class.	Unclassified.	Unqualified.	Certificates Annulled.	No. of Schools in which Teacher was changed during the year.	No. of Schools having more than one Teacher.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Male Teacher, with Board.	Male Teacher, without Board.	Female Teacher, with Board.	Female Teacher, without Board.
											$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
64	.....	2	15	36	11	2	.....	.....	10	1	400 00	108 00	154 00	212 00	98 00	170 00
68	.....	1	5	50	12	1	.....	.....	11	.....	348 00	108 00	155 00	203 00	95 00	126 00
73	1	1	9	51	11	.....	.....	.....	2	1	460 00	120 00	174 00	248 00	97 00	141 00
55	1	1	12	20	21	3	.....	.....	3	2	460 00	113 00	135 00	222 00	135 00	160 00
21	1	1	3	10	6	1	.....	.....	1	.....	380 00	100 00	140 00	220 00	.....	156 00
100	1	4	15	72	8	2	.....	.....	1	2	480 00	108 00	188 00	228 00	110 00	160 00
83	1	1	8	53	20	.....	.....	.....	10	1	380 00	90 00	177 00	206 00	106 00	159 00
150	2	2	14	115	17	3	.....	.....	42	1	450 00	93 00	180 00	240 00	100 00	146 00
115	2	1	11	62	39	.....	.....	.....	7	.....	360 00	120 00	141 00	290 00	120 00	150 00
65	.....	1	3	34	27	.....	.....	.....	5	.....	380 00	104 00	.....	292 00	100 00	190 00
82	.....	1	18	54	9	2	.....	.....	19	.....	460 00	148 00	165 00	245 00	144 00	160 00
76	1	1	15	48	11	.....	.....	.....	19	.....	460 00	120 00	182 00	265 00	99 00	193 00
42	2	3	8	29	.....	.....	.....	.....	25	2	380 00	120 00	180 00	274 00	120 00	205 00
82	2	9	10	56	5	1	.....	.....	46	1	500 00	200 00	196 00	300 00	122 00	190 00
124	1	2	20	46	55	5	.....	.....	58	1	480 00	108 00	188 00	290 00	131 00	230 00
117	.....	3	11	51	52	1	.....	.....	43	1	520 00	194 00	160 00	360 00	133 00	220 00
94	2	7	8	59	18	2	.....	.....	4	.....	440 00	100 00	.....	372 00	.....	225 00
54	.....	1	4	36	13	1	.....	.....	2	.....	420 00	147 00	.....	368 00	.....	216 00
65	1	5	10	37	12	1	.....	.....	4	1	380 00	164 00	185 00	360 00	149 00	260 00
107	5	5	33	53	11	.....	.....	.....	15	2	500 00	184 00	.....	390 00	.....	270 00
137	10	8	41	69	9	4	.....	.....	7	1	560 00	136 00	200 00	398 00	.....	265 00
75	10	7	13	40	5	.....	.....	.....	3	1	490 00	160 00	.....	366 00	.....	246 00
127	2	5	18	62	40	.....	.....	.....	9	.....	400 00	160 00	190 00	376 00	175 00	260 00
53	4	4	22	21	2	2	.....	.....	9	1	500 00	240 00	.....	370 00	100 00	270 00
82	5	7	24	39	7	.....	.....	.....	20	4	460 00	150 00	.....	380 00	.....	260 00
61	6	5	23	25	2	1	.....	.....	23	1	475 00	120 00	.....	395 00	.....	240 00
79	3	5	22	35	14	3	.....	.....	19	5	500 00	156 00	194 00	383 00	138 00	277 00
79	4	4	27	34	10	.....	.....	.....	35	4	500 00	200 00	228 00	395 00	198 00	256 00
81	5	5	11	51	9	.....	.....	.....	17	3	550 00	164 00	.....	392 00	150 00	275 00
101	5	3	14	54	25	.....	.....	.....	47	1	600 00	100 00	190 00	350 00	168 00	281 00
111	6	6	31	65	3	1	.....	.....	30	.....	500 00	180 00	193 00	387 00	124 00	282 00
87	4	4	16	43	20	.....	2	.....	26	1	600 00	138 00	197 00	356 00	.....	295 00
105	1	4	21	56	23	.....	.....	.....	7	3	400 00	80 00	194 00	370 00	.....	260 00
126	.....	.....	11	44	71	1	.....	2	25	1	360 00	150 00	.....	335 00	.....	250 00
87	2	3	13	46	23	.....	.....	.....	10	.....	480 00	130 00	195 00	360 00	133 00	248 00
126	3	2	19	92	10	.....	.....	.....	9	.....	460 00	140 00	.....	366 00	.....	270 00
87	1	2	3	58	23	.....	.....	.....	8	.....	490 00	100 00	192 00	337 00	140 00	240 00
156	5	8	56	76	11	.....	.....	.....	43	2	450 00	144 00	198 00	380 00	.....	272 00
104	5	5	19	65	10	.....	.....	.....	32	4	450 00	119 00	.....	385 00	146 00	276 00
81	2	7	14	35	23	.....	.....	.....	16	1	500 00	165 00	181 00	384 00	.....	266 00
96	1	5	14	42	34	.....	.....	.....	12	2	440 00	192 00	160 00	370 00	120 00	293 00
56	.....	2	13	20	21	4	.....	.....	7	.....	460 00	100 00	.....	363 00	.....	296 00
3734	107	153	677	2044	753	41	2	2	741	51	600 00	80 00	180 00	329 00	123 00	229 00
38	7	11	16	4	.....	16	.....	.....	3	14	700 00	520 00	.....	628 00	.....	295 00
36	13	17	3	3	.....	10	.....	.....	.....	10	1400 00	400 00	.....	684 00	.....	326 00
16	.....	2	8	4	2	7	.....	.....	2	7	800 00	360 00	.....	447 00	.....	176 00
20	5	2	1?	.....	.....	3	.....	.....	5	7	900 00	550 00	.....	600 00	.....	278 00
17	8	2	2	5	.....	5	.....	.....	1	7	480 00	280 00	.....	467 00	.....	217 00
127	33	34	42	16	2	41	.....	.....	11	45	1400 00	280 00	.....	565 00	.....	259 00

TABLE C.—THE COMMON SCHOOLS

COMMON SCHOOL

TOWNS.	Total			Religious Denominations.												
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other Persuasions.	Not reported.
Amherstburgh	4	2	2	1	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Barrie	4	1	3	.....	3	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....
Belleville	11	5	6	3	3	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bowmanville	6	3	3	2	.....	1	1	.....	2	.....	.....	.....	.....	.....	.....	.....
Brantford	12	5	7	1	5	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brockville	8	4	4	4	.....	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chatham	11	6	5	1	3	4	2	.....	.....	.....	.....	.....	.....	.....	... ..	1
Clifton	2	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cobourg	6	5	1	1	1	1	1	.....	.....	.....	.....	.....	1	.....	.....	1
Collingwood	3	1	2	.....	.....	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cornwall	4	2	2	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dundas	5	2	3	2	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Galt	8	4	4	.....	1	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Goderich	5	4	1	1	.....	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guelph	8	4	4	1	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Lindsay	3	2	1	.....	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Milton	2	1	1	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Niagara	8	3	5	.....	2	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oakville	3	1	2	.....	.....	2	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Owen Sound	3	1	2	.....	.....	.....	2	.....	.....	.....	.....	1	.....	.....	.....	.....
Paris	8	2	6	.....	2	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perth.	6	3	3	1	.....	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peterboro'	8	4	4	3	2	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....
Picton	4	3	1	1	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Port Hope	8	3	5	2	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Prescott	4	2	2	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.. ...	.....
Sandwich	2	2	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sarnia	2	2	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
St. Catharines	11	3	8	.....	5	4	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Simcoe	4	1	3	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whitby	4	2	2	2	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Windsor	6	3	3	2	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodstock	6	2	4	.....	.....	4	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Total	189	89	100	31	40	66	36	3	5	.....	.....	1	3	.....	.....	4
VILLAGES.																
Berlin	7	5	2	.....	2	1	4	....	.....	.....	.....	.....	.....	.....	.....	.....
Bradford	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brampton	2	2	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brighton	3	2	1	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caledonia	3	1	2	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chippewa	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....
Clinton	2	1	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colborne	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elora	4	2	2	.....	.....	.....	.....	.....	.....	....	.....	.....	4	.....	.....	.....
Embro	1	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fergus	2	1	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Fort Erie	1	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

OF UPPER CANADA, 1859.—(*Continued.*)

TEACHERS.

Total holding Certificates.	Certificates. Normal School. 1st Class.	Normal School. 2nd Class.	County Board. 1st Class.	County Board. 2nd Class.	County Board. 3rd Class.	Unclassified.	Unqualified.	Certificates Annulled.	No. of Schools in which Teacher was changed during the year.	No. of Schools having more than one Teacher.	Annual Salaries. Highest Salary Paid.	Lowest Salary paid Male Teacher.	Average. Male Teacher, with Board.	Male Teacher, without Board.	Female Teacher, with Board.	Female Teacher, without Board.
											$ cts.	$ cts.		$ cts.		$ cts.
3	.....	.....	1	2	.....	1	.....	.....	.....	.....	750 00	300 00	.....	524 00	.....	250 00
4	.....	.....	3	1	.....	.....	.....	.....	1	1	500 00	500 00	.....	500 00	.....	240 00
8	.....	.....	7	1	.....	3	.....	.....	.....	4	500 00	400 00	.....	500 00	.....	320 00
6	2	.....	4	.....	.....	.....	.....	.....	.....	1	700 00	280 00	.....	460 00	.....	320 00
10	2	2	1	5	.....	2	.....	.....	2	3	800 00	400 00	.....	500 00	.....	291 00
8	.....	.....	1	7	.....	.....	.....	.....	.....	1	800 00	300 00	.....	455 00	.....	230 00
11	1	1	3	5	1	.....	.....	.....	1	3	400 00	240 00	.....	314 00	.....	.....
2	.....	1	1	.....	.....	.....	.....	.....	1	.....	500 00	500 00	.....	500 00	.....	.....
6	.....	.....	4	2	.....	.....	.....	.....	2	.....	500 00	450 00	.....	487 00	.....	250 00
3	.....	1	1	1	.....	.....	.....	.....	.....	1	500 00	500 00	.....	500 00	.....	250 00
4	1	.....	1	2	.....	.....	.....	.....	.....	1	320 00	280 00	.....	280 00	.....	270 00
5	1	.....	2	.....	2	.....	.....	.....	.....	2	510 00	510 00	.....	510 00	.....	259 00
7	3	.....	3	1	.....	1	.....	.....	1	1	900 00	360 00	.....	535 00	.....	270 00
5	1	.....	4	.....	.....	.....	.....	.....	.....	1	600 00	480 00	.....	540 00	.....	400 00
7	.....	.....	4	2	1	1	.....	.....	2	2	540 00	300 00	.....	485 00	.....	193 00
3	.....	.....	2	1	.....	.....	.....	.....	.....	1	468 00	400 00	.....	468 00	.....	320 00
2	.....	.....	2	.....	.....	.....	.....	.....	.....	1	400 00	400 00	.....	400 00	.....	200 00
4	.....	.....	2	2	.....	2	2	.....	1	3	600 00	600 00	.....	600 00	.....	300 00
3	3	.....	.....	.....	.....	.....	.....	.....	1	1	600 00	600 00	.....	600 00	.....	283 00
3	2	1	.....	.....	.....	.....	.....	.....	.....	1	520 00	520 00	.....	520 00	.....	250 00
8	1	.....	6	.....	.....	.....	.....	.....	1	4	500 00	400 00	.....	450 00	.....	232 00
5	1	.....	3	.....	2	1	.....	.....	.....	.....	800 00	350 00	.....	541 00	.....	189 00
6	2	1	1	2	.....	2	.....	.....	.....	2	400 00	360 00	.....	380 00	.....	315 00
3	...	.....	1	2	.....	1	.....	.....	.....	.....	360 00	300 00	.....	330 00	.....	160 00
8	2	.....	2	.....	4	.....	.....	.....	.....	4	540 00	320 00	.....	468 00	.....	268 00
4	.....	.....	2	2	.....	.....	.....	.....	.....	2	560 00	280 00	.....	500 00	.....	200 00
2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	500 00	500 00	.....	500 00	.....	.....
2	.....	.....	1	1	.....	.....	.....	.....	.....	.....	560 00	560 00	.....	560 00	.....	.....
4	.....	.....	2	2	.....	7	.....	.....	2	3	600 00	400 00	.....	490 00	.....	300 00
4	.....	.....	3	1	.....	.....	.....	.....	.....	1	500 00	500 00	.....	500 00	.....	220 00
4	1	.....	2	1	.....	.....	.....	.....	2	1	480 00	250 00	.....	394 00	.....	300 00
6	.....	.....	6	.....	.....	.....	.....	.....	1	2	450 00	400 00	.....	434 00	.....	240 00
6	3	.....	1	2	.....	.....	.....	.....	2	2	520 00	520 00	.....	520 00	.....	250 00
166	26	7	73	45	10	21	2	.....	20	49	900 00	240 00	.....	474 00	.....	258 00
											$ cts.	$ cts.		cts.		$ cts.
4	.....	1	1	2	.....	3	.....	.....	2	2	700 00	200 00	.....	550 00	.....	200 00
1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	530 00	530 00	.....	530 00	.....	.....
2	.....	.....	1	1	.....	.....	.....	.....	.....	1	440 00	300 00	.....	370 00	.....	.....
2	.....	.....	1	1	.....	.....	1	.....	1	.....	400 00	360 00	.....	380 00	.....	156 00
3	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	400 00	400 00	.....	400 00	.....	300 00
2	1	.....	1	.....	.....	.....	.....	.....	1	.....	400 00	400 00	.....	400 00	.....	.....
2	.....	.....	1	1	.....	.....	.....	.....	1	.....	400 00	400 00	.....	400 00	.....	200 00
1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	350 00	350 00	.....	350 00	.....	.....
2	1	.....	1	.....	.....	2	.....	.....	1	2	500 00	500 00	.....	500 00	.....	200 00
1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	480 00	480 00	.....	480 00	.....	.....
2	1	.....	.....	1	.....	.....	.....	.....	.....	1	500 00	500 00	.....	500 00	.....	219 00
1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	400 00	400 00	.....	400 00	.....	.....

TABLE C.—THE COMMON SCHOOLS

COMMON SCHOOL

VILLAGES.—(*Cont'd.*)	Total			Religious Denominations.													
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other Persuasions.	Not reported.
Hawkesbury	2	2	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hespeler	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ingersoll	4	1	3	3	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Iroquois	2	1	1	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kemptville	2	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kincardine	2	1	1	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mitchell	2	2	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Napanee	3	2	1	.....	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newburgh	2	1	1	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newcastle	2	1	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hamburg	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newmarket	3	1	2	.....	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oshawa	5	1	4	.....	2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	1
Pembroke	1	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Portsmouth	2	2	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Preston	4	4	.....	.....	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Smith's Falls	2	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Southampton	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Marys	4	2	2	1	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Thomas	4	2	2	.....	1	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Stratford	4	2	2	1	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Streetsville	2	2	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Thorold	4	3	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Trenton	3	3	.....	.....	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vienna	3	2	1	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waterloo	3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Welland	2	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Yorkville	2	1	1	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	101	68	33	17	12	30	28	4	.....	.....	.....	.....	6	.....	.....	4
Total Counties	3777	2899	878	663	358	1062	1138	213	77	23	30	26	85	2	52	48
" Cities	168	59	109	36	50	38	34	5	5	.....	.....	.....	.....	.....	.....	.....
" Towns	189	89	100	31	40	66	36	3	5	.....	.....	1	3	.....	.....	4
" Villages	101	68	33	17	12	30	28	4	.....	.....	.....	.....	6	.....	.....	4
Grand Total	4235	3115	1120	747	460	1196	1236	225	87	23	30	27	94	2	52	56
" " 1858	4202	2965	1237	662	440	1259	1182	240	77	20	25	16	127	1	30	123
Increase	33	150	.....	85	20	.....	54	.....	10	3	5	11	.....	1	22	.....
Decrease	.....	.....	117	.....	.....	63	.....	15	.....	.....	.....	.....	33	.....	.....	67

* In the report for 1858 the Normal School certificates were not given separately from the County Board

OF UPPER CANADA, 1859.—(*Continued.*)

TEACHERS.

Total holding Certificates.	Certificates. Normal School. 1st Class.	Normal School. 2nd Class.	County Board. 1st Class.	County Board. 2nd Class.	County Board. 3rd Class.	Unclassified.	Unqualified.	Certificates Annulled.	No. of Schools in which Teacher was changed during the year.	No. of Schools having more than one Teacher.	Annual Salaries. Highest Salary Paid.	Lowest Salary Paid Male Teacher.	Average. Male Teacher, with Board.	Male Teacher, without Board.	Female Teacher, with Board.	Female Teacher, without Board.
											$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
2	.....	1	1	.....	.....	.....	.....	.....	1	.....	320 00	192 00	192 00	320 00	.....	.....
1	1	.....	.....	.....	.....	.....	.....	.....	1	.....	360 00	360 00	.....	360 00	.....	.....
3	.....	.....	3	.....	.....	1	.....	.....	1	1	400 00	400 00	.....	400 00	.....	200 00
2	.....	.....	1	1	.....	.....	.....	.....	.....	1	360 00	360 00	.....	360 00	.....	112 00
2	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	320 00	320 00	.....	320 00	.....	.....
2	1	.....	.....	.....	1	.....	.....	.....	.....	.....	500 00	500 00	.....	500 00	.....	120 00
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	300 00	300 00	.....	300 00	.....	.....
3	1	.....	1	1	.....	.....	.....	.....	.....	.....	450 00	450 00	.....	450 00	.....	200 00
2	.....	.....	1	.....	.....	.....	.....	.....	.....	1	500 00	500 00	.....	500 00	.....	144 00
2	.....	.....	.....	2	.....	.....	.....	.....	.....	1	400 00	400 00	.....	400 00	.....	300 00
1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	663 00	663 00	.....	663 00	.....	.....
2	2	.....	.....	.....	.....	1	.....	.....	.....	1	520 00	520 00	.....	520 00	.....	200 00
1	.....	.....	1	.....	.....	4	.....	.....	.....	2	600 00	600 00	.....	600 00	.....	320 00
1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	400 00	400 00	.....	400 00	.....	.....
2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	450 00	450 00	.....	450 00	.....	200 00
4	.....	1	.....	1	2	.....	.....	.....	1	1	450 00	300 00	.....	383 00	.....	.....
2	.....	.....	.....	2	.....	.....	.....	.....	1	.....	340 00	340 00	.....	340 00	.....	180 00
1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	500 00	500 00	.....	500 00	.....	.....
4	2	.....	.....	2	.....	.....	.....	.....	1	1	1000 00	1000 00	.....	1000 00	.....	500 00
4	2	.....	1	1	.....	.....	.....	.....	1	1	900 00	900 00	.....	900 00	.....	500 00
4	2	.....	.....	2	.....	.....	.....	.....	.....	1	700 00	480 00	.....	590 00	.....	190 00
2	.....	.....	2	.....	.....	.....	.....	.....	1	.....	400 00	330 00	.....	365 00	.....	.....
4	1	.....	1	2	.....	.....	.....	.....	.....	.....	400 00	400 00	.....	400 00	.....	350 00
2	.....	.....	2	.....	.....	1	.....	.....	1	.....	320 00	280 00	.....	305 00	.....	.....
1	.....	.....	1	.....	.....	2	.....	.....	1	1	475 00	475 00	.....	475 00	.....	180 00
2	.....	.....	1	1	.....	.....	1	.....	.....	1	450 00	360 00	.....	405 00	.....	120 00
2	.....	.....	1	.....	.....	.....	.....	.....	.....	1	400 00	240 00	.....	320 00	.....	.....
2	.....	1	1	.....	.....	.....	.....	.....	.....	1	450 00	450 00	.....	450 00	.....	300 00
85	24	5	28	25	3	14	2	.....	16	20	1000 00	192 00	192 00	455 00	.....	235 00
3734	107	153	677	2044	753	41	2	2	741	51	600 00	80 00	180 00	329 00	123 09	229 00
127	33	34	42	16	2	41	.....	.....	11	45	1400 00	280 00	.....	565 00	.....	259 00
166	26	7	78	45	10	21	2	.....	20	49	900 00	240 00	.....	474 00	.....	258 00
85	24	5	28	25	3	14	2	.....	16	20	1000 00	192 00	192 00	455 00	.....	235 00
4112	190	199	825	2130	768	117	6	2	788	167	1400 00	80 00	186 00	456 00	123 00	245 00
4103	.....	.....	856	2364	883	79	20	12	858	208	1400 00	85 16	180 00	454 00	121 00	242 00
9	.....	.....	*159	.....	.....	38	.....	.....	.....	.....	.....	.....	6 00	2 00	2 00	3 00
.....	.....	.....	.....	*35	115	.....	14	10	70	41	.....	5 16	.....	.....	.....	.....

certificates, and in comparing the numbers the two kinds are here added together.

TABLE D.—The Common Schools of Upper Canada, 1859.

COUNTIES.	SCHOOLS.							SCHOOL HOUSES.																	
									KIND.					TITLE.				BUILT DURING THE YEAR.							
	No. of School Sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly Free.	No. of Schools at 25c Rate Bill per month.	No. of Schools at a less Rate Bill than 25c.	Total number of School Houses.	Brick.	Stone.	Frame.	Log.	Not Reported.	Freehold.	Leased.	Rented.	Not Reported.	Brick.	Stone.	Frame.	Log.	Not Reported.	Total.	
Glengarry	77	65	12	16	49	.....	.....	65	5	.....	14	45	1	55	9	1	.....	1	...	...	1	.....	2	
Stormont	70	69	1	40	29	.....	.....	69	3	3	8	54	1	59	9	.....	1	...	...	...	1	.....	1	
Dundas	82	72	10	49	23	.....	.....	72	3	8	14	47	.....	70	1	1	.....	...	...	...	1	.....	1	
Prescott	59	56	3	50	6	.....	.....	56	2	2	7	42	3	49	2	1	4	...	...	...	...	.....	.....	
Russell	27	22	5	22	.....	.....	.....	22	.....	1	4	16	1	20	1	1	.....	...	...	...	1	.....	1	
Carleton	110	100	10	68	32	.....	.....	100	.....	3	12	85	.....	77	8	5	10	...	1	1	...	.....	2	
Grenville	90	82	8	37	45	.....	.....	82	.....	29	8	45	.....	76	4	2	.....	...	...	1	...	.....	1	
Leeds	171	152	19	76	69	7	.....	152	14	53	25	55	5	127	7	3	15	1	5	2	5	.....	13	
Lanark	138	115	23	83	32	.....	.....	115	.....	8	13	93	1	104	5	2	4	...	...	2	1	.....	3	
Renfrew	71	65	6	49	16	.....	.....	65	.....	.....	5	58	2	58	3	1	3	...	...	...	4	.....	4	
Frontenac	99	84	15	55	29	.....	.....	84	1	20	25	38	.....	73	7	4	.....	...	...	3	1	.....	4	
Addington	82	76	6	37	39	.....	.....	76	3	7	39	23	4	67	5	.....	4	...	...	...	2	.....	2	
Lennox	43	40	2	19	21	.....	.....	40	1	.....	34	5	.....	33	5	2	.....	...	...	2	...	.....	2	
Prince Edward	87	81	6	25	56	.....	.....	81	5	20	50	6	.....	68	7	6	.....	...	1	1	...	.....	2	
Hastings	139	128	11	94	34	.....	.....	128	6	9	61	49	3	106	13	3	6	...	1	2	1	.....	4	
Northumberland	123	117	6	62	55	.....	.....	117	2	23	65	25	2	103	5	3	6	...	...	2	...	.....	2	
Durham	99	96	3	51	43	1	1	96	16	2	48	30	.....	88	3	4	1	1	...	...	...	.....	1	
Peterboro'	62	55	7	37	18	.....	.....	56	3	3	21	28	1	48	.....	2	5	...	...	3	1	.....	4	
Victoria	68	66	3	47	18	.....	.....	67	6	2	19	40	.....	61	3	2	.....	...	...	1	1	.....	2	
Ontario	113	105	8	64	41	.....	.....	105	12	.....	56	37	.....	90	10	3	2	2	...	3	...	.....	5	
York	149	140	9	61	71	6	2	140	25	8	66	40	1	108	21	7	4	1	...	...	1	.....	2	
Peel	91	74	17	31	43	.....	.....	74	7	8	39	20	.....	63	6	5	.....	...	...	...	...	.....	.....	
Simcoe	138	127	11	93	30	4	.....	127	2	.....	41	82	2	106	14	4	3	1	1	2	2	.....	6	
Halton	54	54	.....	11	33	10	.....	54	13	10	18	10	3	39	10	.....	5	1	...	...	...	.....	1	
Wentworth	92	78	14	18	60	.....	.....	78	6	7	46	19	.....	52	22	4	.....	...	...	...	...	.....	.....	
Brant	76	61	11	19	42	.....	.....	61	3	1	51	5	1	52	5	.....	4	...	...	1	...	.....	1	
Lincoln	86	77	9	17	53	6	1	77	13	5	52	3	4	50	20	3	4	...	...	3	...	.....	3	
Welland	84	75	9	17	58	.....	.....	75	14	4	49	7	1	40	30	3	2	...	...	...	...	.....	.....	
Haldimand	89	78	11	45	33	.....	.....	78	6	2	43	26	1	61	16	.....	1	...	...	1	...	.....	1	
Norfolk	115	100	15	49	51	.....	.....	100	9	.....	78	11	2	56	39	.....	5	...	...	1	...	.....	1	
Oxford	123	112	11	55	57	.....	.....	112	13	1	73	20	5	87	17	2	6	...	...	1	...	.....	1	

Waterloo	95	88	7	54	34	.....	.....	88	25	14	19	27	3	77	3	2	6	3	2	...	...	.....	5
Wellington	113	102	11	67	23	8	4	102	1	13	37	50	1	84	9	8	1	1	3	2	1	.....	7
Grey	142	126	16	122	4	.....	.....	126	.....	3	22	90	11	105	4	5	12	...	...	2	7	.....	9
Perth	96	87	9	71	16	.....	.....	87	7	4	9	66	1	75	4	4	4	...	...	1	1	.....	2
Huron	131	126	5	99	27	.....	.....	126	9	1	27	89	.....	118	6	2	.....	1	...	6	8	.....	15
Bruce	93	87	6	72	13	.....	2	87	.....	.....	4	81	2	69	8	1	9	...	...	...	2	.....	2
Middlesex	174	154	20	88	62	1	3	154	23	3	60	67	1	114	15	14	11	2	...	...	3	.....	5
Elgin	119	100	19	34	66	.....	.....	100	11	.....	72	16	1	80	15	4	1	2	...	2	...	.....	4
Kent	84	80	4	58	22	.....	.....	80	1	.....	48	31	.....	41	24	3	12	...	...	1	2	.....	3
Lambton	106	94	12	73	21	.....	.....	94	.....	.....	40	50	4	77	10	5	2	...	...	2	1	.....	3
Essex	68	60	8	46	14	.....	.....	60	4	2	20	34	.....	44	12	4	.....	...	...	2	2	.....	4
Total	4128	3727	398	2181	1488	43	13	3728	274	279	1442	1665	68	3030	417	126	153	17	14	50	50	.....	131
CITIES.																							
Toronto	16	16	.....	16	.....	.....	.....	16	12	.....	4	.....	.....	16	.....	.....	.....	2	...	1	...	.....	3
Hamilton	10	10	.....	8	2	.....	.....	10	6	2	2	.....	.....	8	.....	.....	2	...	...	...	...	.....	.....
Kingston	16	16	.....	12	.....	4	.....	16	1	7	3	.....	5	3	.....	8	5	...	...	1	...	.....	1
London	7	7	.....	7	.....	.....	.....	7	4	.....	3	.....	.....	4	2	.....	1	1	...	...	...	.....	1
Ottawa	15	15	.....	15	.....	.....	.....	15	1	4	8	2	.....	.....	.....	15	.....	...	...	...	...	.....	.....
Total	64	64	.....	58	2	4	.....	64	24	13	20	2	5	31	2	23	8	3	...	2	...	.....	5
TOWNS.																							
Amherstburgh	3	3	.....	.....	.....	3	.....	3	1	.....	1	.....	1	3	.....	.....	.....	...	...	...	...	.....	.....
Barrie	3	3	.....	2	.....	.....	1	3	2	.....	.....	.....	1	2	.....	.....	1	...	...	...	...	.....	.....
Belleville	5	5	.....	5	.....	.....	.....	5	4	.....	1	.....	.....	4	1	.....	.....	...	...	...	...	.....	.....
Bowmanville	1	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1	.....	.....	.....	1	...	...	...	...	.....	.....
Brantford	9	9	.....	9	.....	.....	.....	5	4	.....	1	.....	.....	5	.....	.....	.....	...	...	...	...	.....	.....
Brockville	1	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	1	1	.....	.....	.....	...	...	...	...	.....	.....
Chatham	3	3	.....	.....	.....	.....	3	3	2	.....	.....	.....	1	3	.....	.....	.....	...	...	...	...	.....	.....
Clifton	2	2	.....	.....	.....	2	.....	2	1	.....	1	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Cobourg	6	6	.....	.....	.....	6	.....	6	3	.....	3	.....	.....	2	.....	4	.....	...	...	...	...	.....	.....
Collingwood	2	2	.....	2	.....	.....	.....	2	.....	.....	2	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Cornwall	4	4	.....	4	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Dundas	2	2	.....	.....	.....	.....	2	2	1	1	.....	.....	.....	.....	.....	.....	2	...	...	...	...	.....	.....
Galt	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Goderich	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Guelph	7	7	.....	.....	.....	.....	7	6	.....	4	2	.....	.....	3	2	.....	1	...	...	...	...	1	1
Lindsay	2	2	.....	2	.....	.....	.....	2	.....	.....	.....	1	1	2	.....	.....	.....	...	...	...	...	.....	.....
Milton	1	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Niagara	3	3	.....	.....	.....	3	.....	3	2	.....	1	.....	.....	2	1	.....	.....	1	...	1	...	.....	2
Oakville	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Owen Sound	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Paris	4	4	.....	3	.....	.....	1	4	1	1	2	.....	.....	2	.....	.....	2	...	...	...	...	.....	.....

TABLE D.—The Common Schools of Upper Canada, 1859.—(*Continued.*)

COUNTIES.	SCHOOL VISITS.								Number of Examinations.	No. of Schools distributing prizes.	No. of Schools holding Recitations.	LECTURES.			TIME OPEN.			
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.				Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total Number of Months and Days open.		Average Number of Months and Days open.	
																m.	*d.*	*m.*	*d.*
Glengarry	870	121	70	15	44	38	256	326	147	5	7	91	69	22	63	628	10	9	28
Stormont	781	144	75	20	16	5	266	255	116	2	7	60	52	8	68	495	25	7	26
Dundas	881	168	43	18	30	5	352	265	110	6	4	88	.....	88	72	733	22	10	06
Prescott	482	113	71	23	15	1	149	110	100	7	2	29	23	6	53	578	24	10	27
Russell	184	36	19	14	9	.....	63	43	38	.....	3	14	13	1	22	216	15	9	25
Carleton	1235	240	126	44	54	8	437	326	180	14	10	139	120	19	100	1127	27	11	10
Grenville	709	171	39	6	10	81	279	123	167	8	17	72	.....	72	82	885	15	10	24
Leeds	1765	284	116	30	70	25	764	476	237	15	17	137	122	15	149	1506	13	10	03
Lanark	1292	225	81	18	40	12	431	485	223	14	15	56	51	5	114	1318	01	11	12
Renfrew	700	123	71	68	23	.....	240	175	155	9	13	62	51	11	61	656	14	10	23
Frontenac	1118	201	102	45	30	.....	449	291	108	9	22	67	47	20	83	852	28	10	07
Addington	1179	131	55	39	74	.....	465	415	129	7	37	81	55	26	74	751	12	10	05
Lennox	495	70	15	18	39	17	167	169	25	2	2	26	23	3	40	379	21	9	15
Prince Edward	1764	264	62	53	58	5	471	851	122	8	40	81	56	25	80	830	28	10	08
Hastings	2504	190	110	73	127	4	759	1241	165	14	34	69	49	20	125	1189	16	9	15
Northumberland	1767	262	118	41	46	6	568	726	176	19	28	40	35	5	115	1167	26	10	05
Durham	1091	191	72	34	22	2	358	412	128	10	14	38	35	3	88	1030	00	11	17
Peterboro'	737	144	59	60	28	.....	231	215	100	1	5	24	23	1	52	576	15	11	03
Victoria	897	97	60	29	47	2	297	365	81	3	10	30	23	7	63	669	11	10	15
Ontario	1560	219	113	42	36	3	540	607	192	33	43	72	64	8	105	1257	14	11	00
York	2999	293	181	51	67	7	804	1596	262	35	54	125	120	5	128	1521	20	11	20
Peel	1031	153	114	44	50	.....	418	252	134	7	33	47	.....	47	74	867	01	11	21
Simcoe	1404	195	181	51	50	8	512	407	211	13	19	31	22	9	123	1362	07	11	02
Halton	969	133	78	20	57	8	254	419	105	11	11	68	58	10	49	558	21	11	12
Wentworth	1310	167	60	22	35	1	328	697	156	20	26	75	71	4	75	839	22	11	02
Brant	1198	124	59	17	29	.....	315	654	110	13	18	62	48	14	61	688	27	11	09
Lincoln	1035	124	54	25	50	.....	377	405	103	27	9	58	44	14	73	550	03	7	16
Welland	1327	101	104	33	52	45	408	584	134	22	35	82	68	14	75	666	29	8	25
Haldimand	1188	170	100	36	23	4	474	381	144	24	38	47	.....	47	78	670	45	8	19
Norfolk	1659	178	148	37	67	7	511	711	144	25	40	81	75	6	80	750	14	9	11
Oxford	1501	191	106	30	25	15	486	648	198	19	33	80	71	9	110	1216	12	11	02

Waterloo	1800	145	135	37	29	48	608	798	211	32	22	67	55	12	83	866 38	10 13
Wellington	1418	205	156	72	71	1	544	369	220	32	27	70	68	2	101	1175 23	11 19
Grey	1221	208	110	34	35	31	526	277	195	5	21	95	88	7	119	1212 08	10 05
Perth	1112	173	87	48	44	66	419	275	177	17	22	63	61	2	84	945 07	11 17
Huron	1774	273	173	77	46	1	580	624	325	34	89	218	196	22	125	1392 01	10 10
Bruce	810	139	79	27	8	.....	374	183	137	10	8	58	57	1	85	801 00	9 13
Middlesex	1701	303	136	45	158	.....	649	410	264	35	44	125	109	16	148	1547 07	10 14
Elgin	1384	124	77	28	53	9	432	661	171	11	27	74	60	14	100	910 19	9 03
Kent	798	126	62	28	32	.....	246	304	140	7	18	69	57	12	80	773 25	9 20
Lambton	1263	151	81	46	31	.....	413	541	159	15	31	65	46	19	92	856 00	9 9
Essex	741	120	113	53	34	25	203	193	85	9	15	45	36	9	56	584 13	10 13
Total	51654	7190	3871	1551	1864	490	17423	19265	6484	609	970	2981	2321	660	3612	37646 19	10 12
CITIES.																	
Toronto	1615	607	20	10	1	2	411	564	16	14	13	13	7	6	14	168 00	12 00
Hamilton	916	30	249	.....	.....	.....	230	407	2	.....	1	.....	.....	.....	10	110 00	11 00
Kingston	363	143	22	.....	.....	.....	97	101	24	4	7	5	.....	5	16	180 00	11 08
London	128	10	22	17	1	.....	60	18	1	15	1	1	1	.....	7	82 00	11 22
Ottawa	696	89	147	43	23	8	252	134	26	9	.....	.....	.....	.....	15	180 00	12 00
Total	3718	879	460	70	25	10	1050	1224	69	42	22	19	8	11	62	720 00	11 18
TOWNS.																	
Amherstburgh	33	3	7	8	7	.....	8	.....	.....	.....	.....	.....	.....	.....	2	20 15	10 07
Barrie	180	.....	70	.....	4	.....	40	66	3	3	1	2	.....	2	3	31 02	10 11
Belleville	361	37	92	2	6	2	143	79	20	5	.....	.....	.....	.....	5	60 00	12 00
Bowmanville	66	5	10	15	10	.....	20	6	2	1	.....	.....	.....	.....	1	12 00	12 00
Brantford	329	19	60	90	50	.....	100	10	36	.....	1	.....	.....	.....	9	99 00	11 00
Brockville	142	13	10	5	6	.....	100	8	2	1	.....	1	1	.....	1	12 00	12 00
Chatham	60	.....	.....	.....	.....	.....	60	.....	2	1	1	.....	.....	.....	3	36 00	12 00
Clifton	98	11	3	.....	.....	1	42	41	3	1	1	1	1	.....	2	23 16	11 23
Cobourg	159	19	41	.....	.....	.....	35	64	20	5	5	.....	.....	.....	6	66 00	11 00
Collingwood	133	12	6	21	10	.....	36	48	1	1	.....	.....	.....	.....	2	24 00	12 00
Cornwall	89	28	12	.....	.....	.....	7	42	8	.....	1	6	6	.....	4	48 00	12 00
Dundas	182	18	80	7	4	.....	44	29	4	2	2	.....	.....	.....	1	12 00	12 00
Galt	253	7	9	3	2	1	3	228	.....	.....	.....	1	1	.....	1	12 00	12 00
Goderich	60	5	15	1	5	2	10	22	2	1	1	.....	.....	.....	1	12 00	12 00
Guelph	196	24	56	8	8	1	40	59	26	4	.....	.....	.....	.....	7	84 00	12 00
Lindsay	117	6	36	4	3	.....	63	5	6	.....	1	1	1	.....	2	22 00	11 00
Milton	52	3	7	.....	4	8	12	18	2	1	1	.....	.....	.....	1	11 00	11 00
Niagara	71	6	14	3	2	1	19	26	.....	2	.....	1	.....	1	1	10 11	10 11
Oakville	113	10	9	10	14	.....	20	50	2	2	.....	.....	.....	.....	1	12 00	12 00
Owen Sound	14	.....	8	.....	.....	2	.....	4	2	.....	.....	.....	.....	.....	1	12 00	12 00
Paris	108	.....	38	.....	.....	.....	50	20	2	2	.....	.....	.....	.....	4	48 00	12 00

TABLE D.—The Common Schools of Upper Canada, 1859.—(*Continued.*)

TOWNS.—(*Continued.*)	SCHOOLS.							SCHOOL HOUSES.																		
									KIND.						TITLE.				BUILT DURING THE YEAR.							
	No. of School Sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly Free.	No. of Schools at 25cts. Rate Bill per month.	No. of Schools at a less Rate Bill than 25c.	Total number of School Houses.	Brick.	Stone.	Frame.	Log.	Not Reported.	Freehold.	Leased.	Rented.	Not Reported.	Brick.	Stone.	Frame.	Log.	Not Reported.	Total.
Perth	4	4	.....	4	.....	.....	.....	4	2	.....	2	.....	.....	2	.....	.....	2	...	...	...	...	.....	.....
Peterborough	2	2	.....	.....	.....	2	.....	2	1	.....	1	.....	.....	2	.....	.....	.....	1	...	...	...	.....	1
Picton	4	4	.....	.....	.....	1	3	2	2	.....	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Port Hope	4	4	.....	.....	.....	4	.....	4	4	.....	.....	.....	.....	2	2	.....	.....	...	...	...	...	.....	.....
Prescott	2	2	.....	.....	.....	2	.....	2	.....	1	1	.....	.....	1	.....	1	.....	...	...	...	...	.....	.....
Sandwich	2	2	.....	.....	2	.....	.....	2	2	.....	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Sarnia	2	2	.....	.....	.....	2	.....	2	1	.....	1	.....	.....	.....	.....	2	.....	...	...	...	...	.....	.....
St. Catharines	4	4	.....	.....	3	.....	1	4	3	.....	1	.....	.....	3	1	.....	.....	...	...	...	...	.....	.....
Simcoe	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Whitby	3	3	.....	.....	.....	3	.....	3	2	.....	1	.....	.....	3	.....	.....	.....	...	...	...	...	.....	.....
Windsor	3	3	.....	3	.....	.....	.....	3	2	.....	.....	.....	1	2	1	.....	.....	...	...	...	...	.....	.....
Woodstock	2	2	.....	.....	.....	1	1	2	2	.....	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Total	95	95	.....	39	5	32	19	85	46	10	22	1	6	61	8	7	9	2	...	1	...	1	4
VILLAGES.																							
Berlin	2	2	.....	2	.....	.....	.....	2	2	.....	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Bradford	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Brampton	2	2	.....	2	.....	.....	.....	2	2	.....	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Brighton	3	3	.....	3	.....	.....	.....	3	.....	.....	2	.....	1	1	1	1	.....	...	...	...	...	.....	.....
Caledonia	3	3	.....	3	.....	.....	.....	3	.....	.....	2	.....	1	2	.....	.....	1	...	...	...	...	.....	.....
Chippewa	2	2	.....	2	.....	.....	.....	2	1	.....	1	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Clinton	2	2	.....	2	.....	.....	.....	2	1	.....	1	.....	.....	1	1	.....	.....	...	...	...	...	.....	.....
Colborne	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	1	...	...	...	.....	.....
Elora	2	2	.....	.....	.....	.....	2	2	.....	1	1	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Embro	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Fergus	1	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Fort Erie	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Hawkesbury	2	2	.....	1	.....	1	.....	2	.....	.....	2	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....

Hespeler	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Ingersoll	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Iroquois	1	1	.....	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Kemptville	2	2	.....	.....	.....	.....	2	2	.....	2	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Kincardine	2	2	.....	2	.....	.....	.....	2	.....	.....	2	.....	.....	1	1	.....	.....	...	...	...	...	.....	.....
Mitchell	1	1	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	1	.....	.....	.....	...	...	1	...	.....	1
Napanee	3	3	.....	.....	2	1	.....	3	.....	.....	2	.....	1	1	.....	1	1	...	...	...	...	.....	.....
Newburgh	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Newcastle	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
New Hamburg	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Newmarket	2	2	.....	.....	.....	2	.....	2	.....	.....	2	.....	.....	1	.....	.....	1	...	...	1	...	.....	1
Oshawa	2	2	.....	.....	.....	2	.....	2	2	.....	.....	.....	.....	2	.....	.....	.....	1	...	...	...	.....	1
Pembroke	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	.....	.....	.....	...	...	1	...	.....	1
Portsmouth	2	2	.....	2	.....	.....	.....	2	.....	1	1	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Preston	2	2	.....	2	.....	.....	.....	2	1	.....	.....	1	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Smith's Falls	1	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Southampton	1	1	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	1	.....	...	...	...	...	.....	.....
St. Mary's	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
St. Thomas	2	2	.....	.....	.....	2	.....	2	1	.....	1	.....	.....	2	.....	.....	.....	...	...	1	...	.....	1
Stratford	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Streetsville	2	2	.....	.....	.....	2	.....	2	2	.....	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Thorold	4	4	.....	.....	.....	4	.....	3	2	.....	1	.....	.....	3	.....	.....	.....	...	...	...	...	.....	.....
Trenton	3	3	.....	3	.....	.....	.....	3	.....	.....	3	.....	.....	2	.....	.....	1	...	...	...	...	.....	.....
Vienna	2	2	.....	2	.....	.....	.....	2	.....	.....	2	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Waterloo	1	1	.....	1	.....	.....	.....	2	1	1	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Welland	2	2	.....	.....	.....	2	.....	2	2	.....	.....	.....	.....	2	.....	.....	.....	...	...	...	...	.....	.....
Yorkville	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	...	.....	.....
Total	67	67	.....	37	3	23	*4	67	24	11	28	1	3	57	3	3	4	2	...	4	...	.....	6
Total Counties	4128	3727	398	2181	1488	43	13	3728	274	279	1442	1665	68	3030	417	126	153	17	14	50	50	.....	131
" Cities	64	64	.....	58	2	4	.....	64	24	13	20	2	5	31	2	23	8	3	...	2	...	.....	5
" Towns	95	95	.....	39	5	32	19	85	46	10	22	1	6	61	8	7	9	2	...	1	...	1	4
" Villages	67	67	.....	37	3	23	4	67	24	11	28	1	3	57	3	3	4	2	...	4	...	.....	6
Grand Total	4354	3953	398	2315	1498	102	36	3944	368	313	1512	1669	82	3179	430	159	174	24	14	57	50	1	146
" " 1858	4267	3866	401	1936	1660	114	13	3694	352	244	1505	1573	20	2993	463	160	78	21	15	50	50	22	158
Increase	87	87	.....	379	.....	.....	23	* 250	16	69	7	96	62	186	.....	.....	96	3	...	7	...	.....	.....
Decrease	.....	.....	3	.....	162	12	.....	.....	.....	.....	.....	.....	.....	.....	33	1	.....	...	1	...	...	21	12

* This is not an actual increase, but is caused by the School-houses having been much more fully reported for 1859 than for any preceding year.

TABLE D.—Common Schools of Upper Canada, 1859.—(*Continued*).

TOWNS.—(*Continued.*)	SCHOOL VISITS.								No. of Examinations.	No. of Schools distributing Prizes.	No. of Schools holding Recitations.	LECTURES.			TIME OPEN.		
	Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.				Total.	Local Superintendents.	Other persons.	No. of Schools whose time is reported.	Total Number of Months and Days open.	Average Number of Months and days open.
																M. *D.*	*M.* *D.*
Perth	54	2	12	6	6	4	24	.....	.....	.....	.....	2	.....	2	4	48 00	12 00
Peterborough	164	.....	40	10	10	.....	13	91	6	1	2	1	1	.....	2	24 00	12 00
Picton	154	6	68	4	5	.....	44	27	2	1	.....	.....	.....	.....	4	43 00	10 22
Port Hope	248	20	52	8	29	.....	139	.....	2	.....	.....	1	1	.....	4	42 00	10 15
Prescott	53	8	13	2	.....	.....	28	2	2	.....	.....	1	1	.....	2	24 00	12 00
Sandwich	24	4	2	.....	.....	.....	12	6	6	2	2	.....	.....	.....	2	24 00	12 00
Sarnia	13	8	5	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	2	24 00	12 00
St. Catharines	508	44	95	.....	2	.....	79	288	13	2	4	.....	.....	.....	4	48 00	12 00
Simcoe	289	7	12	22	1	1	46	200	4	.....	.....	.....	.....	.....	1	11 00	11 00
Whitby	150	14	26	4	2	1	27	76	6	2	1	.....	.....	.....	3	36 00	12 00
Windsor	32	6	12	3	.....	.....	11	.....	6	3	3	.....	.....	.....	3	36 00	12 00
Woodstock	280	43	12	11	9	.....	47	158	2	.....	4	2	1	1	2	24 00	12 00
Total	4785	388	932	247	199	24	1322	1673	194	43	31	20	14	6	91	1051 14	11 16
VILLAGES.																	
Berlin	211	6	43	8	6	1	16	131	2	1	1	.....	.....	.....	2	23 00	11 15
Bradford	179	8	5	9	.....	.....	7	150	1	.....	1	.....	.....	.....	1	10 11	10 11
Brampton	54	16	7	2	.....	.....	20	9	5	.....	1	.....	.....	.....	2	24 00	12 00
Brighton	35	5	.....	.....	4	.....	26	.....	3	.....	.....	2	1	1	3	19 18	6 26
Caledonia	68	18	8	.....	4	.....	11	27	4	3	1	8	7	1	3	36 00	12 00
Chippewa	58	5	5	.....	.....	.....	12	36	3	.....	.....	.....	.....	.....	2	22 00	12 00
Clinton	28	9	5	2	1	.....	2	9	5	.....	.....	6	6	.....	2	21 12	10 21
Colborne	23	2	2	4	2	1	2	10	2	.....	.....	10	2	8	1	11 00	11 00
Elora	127	10	19	12	.....	.....	20	66	8	2	2	1	1	.....	2	24 00	12 00
Embro	10	4	1	.....	.....	.....	3	2	3	1	1	1	.....	1	1	11 00	11 00
Fergus	153	12	12	2	4	.....	23	100	4	1	1	1	1	.....	1	11 00	11 00
Fort Erie	6	6	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	1	12 00	12 00
Hawkesbury	15	6	.....	2	.....	.....	7	.....	.....	.....	.....	1	1	.....	2	22 00	11 00

Hespeler	14	1	.....	.....	.....	.....	13	.....	2	.....	.....	.....	.....	.....	1	12 00	12 00
Ingersoll	15	2	3	3	2	.....	5	.....	4	.....	.....	.....	.....	.....	1	11 00	11 00
Iroquois	34	4	4	.....	4	.....	18	4	4	.....	1	1	.....	1	1	12 00	12 00
Kemptville	25	5	.....	5	.....	.....	15	.....	2	.....	1	.....	.....	.....	2	24 00	12 00
Kincardine	42	6	8	5	7	.....	4	12	2	.....	1	4	1	3	2	17 18	8 24
Mitchell	53	3	2	.....	1	.....	16	31	2	.....	1	1	1	.....	1	12 00	12 00
Napanee	48	8	7	.....	.....	.....	15	18	1	.....	.....	1	1	.....	3	35 00	11 17
Newburgh	70	5	7	12	10	.....	19	17	.....	.....	.....	3	1	2	1	12 00	12 00
Newcastle	16	4	3	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	1	12 00	12 00
New Hamburgh	50	.....	3	9	3	1	14	20	4	1	.....	.....	.....	.....	1	9 20	9 20
Newmarket	158	5	23	2	1	.....	47	80	2	.....	.....	.....	.....	.....	2	24 00	12 00
Oshawa	189	4	36	.....	.....	.....	29	120	2	1	1	1	1	.....	2	24 00	12 00
Pembroke	7	3	2	.....	.....	.....	2	.....	2	.....	.....	.....	.....	.....	1	12 00	12 00
Portsmouth	45	7	9	6	.....	.....	17	6	3	.....	1	7	7	.....	2	18 00	9 00
Preston	65	11	20	2	2	.....	10	20	.....	.....	.....	.....	.....	.....	1	11 00	11 00
Smith's Falls	16	4	6	.....	.....	.....	6	.....	1	.....	.....	.....	.....	.....	1	12 00	12 00
Southampton	31	3	6	2	3	.....	8	9	4	.....	1	.....	.....	.....	1	12 00	12 00
St. Mary's	20	6	.....	1	.....	1	12	.....	2	.....	.....	.....	.....	.....	1	12 00	12 00
St. Thomas	310	8	18	.....	12	.....	110	162	.....	.....	1	12	8	4	2	23 00	11 00
Stratford	125	18	10	6	10	1	20	60	2	.....	1	.....	.....	.....	1	11 15	11 15
Streetsville	43	8	12	5	.....	.....	10	8	4	2	.....	.....	.....	.....	2	22 05	11 02
Thorold	128	9	40	2	10	4	45	18	4	.....	.....	4	.....	4	3	33 00	11 00
Trenton	117	9	10	4	.....	.....	22	72	8	1	1	10	2	8	3	34 00	11 10
Vienna	49	4	6	8	3	1	9	18	2	1	1	9	3	6	1	12 00	12 00
Waterloo	156	8	2	12	14	.....	20	100	2	1	1	.....	.....	.....	1	12 00	12 00
Welland	168	12	18	1	.....	.....	14	123	5	.....	1	.....	.....	.....	2	24 00	12 00
Yorkville	65	18	1	1	.....	.....	27	18	2	1	1	1	.....	1	1	12 00	12 00
Total	3026	282	363	127	103	10	685	1456	109	16	22	84	44	40	64	713 09	11 04
Total Counties	51651	7190	3871	1551	1864	490	17423	19265	6484	609	970	2981	2321	660	3612	37646 19	10 12
" Cities	3718	879	460	70	25	10	1050	1224	69	42	22	19	8	11	62	720 00	11 18
" Towns	4785	388	932	247	199	24	1322	1673	194	43	31	20	14	6	91	1051 14	11 16
" Villages	3026	282	363	127	103	10	685	1456	109	16	22	84	44	40	64	713 09	11 04
Grand Total	63183	8739	5626	1995	2191	534	20480	23618	6856	710	1045	3104	2387	717	3829	40130 42	10 14
" " 1858	58941	8111	4360	1949	2005	353	20210	21953	.....	.....	.....	2957	2389	568	3665	38106 13	10 12
Increase	4242	628	1266	46	186	181	270	1665	.....	.....	.....	147	.....	149	164	2024 29	0 02
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....

TABLE E.—THE COMMON SCHOOLS OF UPPER CANADA, 1859.

COUNTIES.	NUMBER OF SCHOOLS USING BOOKS AND APPARATUS.																						
	No. of Schools reported.	Schools Opened and Closed with Prayer.	Schools using the Bible or Testament.	Readers.		Spelling Books.				Arithmetic.		Grammars.				Geographies.				Histories.				
				National.	Various.	Mavor's.	Canada.	Sullivan's and National.	Various.	National.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse.	Hodgins.	Various.	England.	Greece and Rome.	Canada.	National Readers.	Various.
Glengarry	65	23	23	64	1	2	1	34	7	56	9	.....	63	1	.....	13	46	10	2	7	1	11	1	2
Stormont	69	35	34	65	.....	14	12	31	3	64	7	4	45	9	2	1	57	1	2	2	.....	5	.....	5
Dundas	72	43	34	73	.....	45	6	5	22	56	11	8	30	30	4	.....	56	13	.....	5	2	5	.....	1
Prescott	56	22	20	48	7	16	.....	12	10	47	5	3	41	.....	4	2	40	3	3	.....	3	9	.....	5
Russell	22	10	16	22	1	.....	6	4	6	20	3	4	14	1	1	2	15	.....	1	1	.....	1	4	1
Carleton	100	55	64	95	1	16	24	28	14	83	12	5	72	8	6	15	67	5	3	14	1	7	8	3
Grenville	82	47	62	82	.....	14	18	28	13	68	14	1	38	24	2	.....	68	9	.....	26	.....	2	.....	3
Leeds	152	55	104	149	.....	68	11	59	10	144	7	28	29	82	2	15	119	11	1	15	3	3	15	4
Lanark	115	59	90	114	.....	2	45	32	9	102	14	16	99	3	.....	12	103	8	1	12	5	4	.....	11
Renfrew	65	30	25	63	.....	8	10	13	10	60	6	13	38	2	.....	11	41	2	3	.....	.....	2	4	1
Frontenac	84	46	60	82	1	21	30	25	7	70	15	3	21	45	1	12	65	3	5	10	1	3	7	8
Addington	76	41	61	74	.....	17	22	22	12	73	.....	5	2	64	2	13	64	4	4	5	1	3	6	1
Lennox	40	21	30	40	.....	7	3	27	4	39	1	11	1	37	.....	15	35	3	1	16	.....	3	9	1
Prince Edward	81	11	19	80	.....	.....	3	75	1	80	.....	5	.....	78	.....	.....	69	25	14	24	2	18	.....	19
Hastings	128	47	71	124	.....	.....	.....	108	5	111	.....	10	12	80	.....	20	80	6	3	20	2	20	18	2
Northumberland	117	46	68	116	.....	7	11	76	.....	116	.....	12	20	31	37	13	90	26	2	13	2	.....	14	1
Durham	96	63	78	93	.....	2	12	64	11	92	.....	13	55	21	9	31	55	13	1	21	5	10	4	1
Peterboro'	56	25	20	53	.....	3	7	34	1	49	3	10	26	3	.....	2	48	13	.....	12	4	7	2	1
Victoria	66	28	35	63	.....	3	17	18	5	62	1	15	45	6	4	27	42	1	7	9	.....	2	5	7
Ontario	105	56	77	103	1	.....	6	75	8	101	2	32	49	19	3	25	74	17	4	19	.....	2	21	11
York	140	81	112	136	.....	1	3	109	5	132	7	10	111	9	3	19	113	28	1	56	1	9	21	1
Peel	74	58	70	74	.....	.....	8	45	.....	74	1	15	67	2	1	7	66	12	1	32	5	1	5	1
Simcoe	127	71	92	127	.....	7	11	73	16	122	3	27	80	3	3	23	90	24	3	22	.....	.....	10	4
Halton	54	49	49	51	.....	2	.....	36	11	48	3	31	11	6	1	9	41	14	3	28	.....	6	3	2
Wentworth	78	37	52	75	.....	5	10	17	13	73	6	.....	62	12	2	2	72	18	.....	34	.....	3	2	3
Brant	61	30	49	60	.....	1	12	18	21	56	5	11	47	15	.....	10	45	14	1	29	3	5	3	.....
Lincoln	77	25	55	74	.....	1	19	51	3	69	5	14	19	48	1	4	65	8	4	17	1	2	20	.....
Welland	75	34	53	72	6	.....	17	51	7	68	7	15	13	47	5	3	69	11	3	14	.....	.....	16	5
Haldimand	78	39	45	78	.....	.....	31	30	6	73	6	14	19	55	.....	12	61	13	5	10	3	6	5	.....

Norfolk	100	44	59	97	.....	2	38	15	29	95	1	13	7	76	1	13	66	4	4	35	2	.....	5	6
Oxford	112	55	86	108	.....	4	22	41	21	106	3	12	82	21	3	17	84	17	4	27	6	3	18	3
Waterloo	88	59	74	80	6	7	1	19	33	80	1	16	65	1	7	17	44	15	10	8	1	1	8	3
Wellington	102	57	73	99	2	4	11	33	19	95	6	19	90	2	.....	13	77	15	6	18	6	.....	10	.....
Grey	126	71	99	122	.....	.....	7	56	10	117	2	26	77	1	.....	7	83	15	2	5	.....	.....	7	3
Perth	87	54	69	82	2	6	6	18	19	79	2	12	73	.....	1	19	46	11	5	10	.....	.....	8	3
Huron	126	81	100	126	.....	4	5	78	18	120	4	69	47	2	2	24	89	33	2	5	.....	3	39	6
Bruce	87	61	61	81	.....	.....	5	47	5	78	1	31	42	2	.....	13	55	3	.....	.....	3	.....	15	2
Middlesex	154	68	137	154	.....	9	29	35	40	150	5	26	136	5	3	17	122	26	3	44	4	1	17	14
Elgin	100	16	70	99	2	.....	28	20	35	91	7	12	62	15	19	3	70	12	3	16	3	4	3	17
Kent	80	41	47	80	2	6	19	21	.....	76	3	13	65	7	2	13	52	13	2	26	6	.....	10	3
Lambton	94	65	73	93	.....	3	10	30	11	89	4	15	83	2	.....	10	68	12	5	7	3	.....	11	6
Essex	60	31	28	56	5	1	9	25	16	37	21	15	27	4	18	10	23	3	7	2	6	4	.....	6
Total	3727	1890	2544	3627	37	308	545	1638	496	3441	213	614	1985	879	149	494	2735	494	131	676	85	165	354	176
CITIES.																								
Toronto	16	16	9	8	6	.....	.....	8	6	8	6	.....	8	.....	6	8	.....	8	6	.....	.....	.....	8	6
Hamilton	10	10	10	8	2	.....	.....	8	2	6	4	.....	6	.....	4	.....	6	10	2	.....	.....	.....	6	4
Kingston	16	16	16	12	4	.....	.....	12	4	12	4	.....	7	.....	9	.....	7	8	5	3	.....	5	.....	4
London	7	7	7	7	7	.....	.....	7	7	7	6	.....	.....	.....	7	7	.....	.....	.....	7	.....	.....	.....	7
Ottawa	15	15	15	15	.....	.....	13	2	.....	15	.....	.....	15	.....	.....	2	13	6	.....	2	2	.....	.....	10
Total	64	64	57	50	19	.....	13	37	19	48	20	.....	36		26	17	26	32	13	12	2	5	14	31
TOWNS.																								
Amherstburgh	3	.....	.....	3	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	2	.....	.....	1	.....	1	.....	.....
Barrie	3	3	2	2	1	.....	.....	2	3	2	2	1	2	1	1	1	2	1	1	2	.....	.....	.....	.....
Belleville	5	1	5	4	1	.....	.....	4	.....	5	.....	.....	1	1	1	2	4	2	2	4	.....	.....	.....	1
Bowmanville	1	.....	1	1	.....	.....	.....	1	.....	1	.....	.....	5	.....	1	1	.....	1	.....	.....	.....	.....	.....	2
Brantford	9	2	6	9	.....	.....	.....	9	.....	9	.....	.....	1	6	3	9	.....	.....	.....	6	.....	.....	.....	3
Brockville	1	1	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....	.....	1	.....	1	.....	.....	.....	1	1
Chatham	3	3	2	3	.....	.....	.....	3	.....	3	.....	.....	1	.....	.....	1	1	3	.....	2	.....	.....	.....	1
Clifton	2	2	2	2	.....	.....	.....	1	.....	2	1	1	3	.....	.....	2	1	.....	.....	2	.....	.....	1	1
Cobourg	6	5	6	5	1	.....	.....	5	1	.....	.....	5	1	.....	1	3	3	3	.....	4	1	.....	.....	.....
Collingwood	2	.....	2	2	.....	.....	.....	2	.....	2	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	.....
Cornwall	4	3	1	4	.....	.....	.....	4	.....	3	3	.....	1	.....	2	1	2	.....	2	1	1	.....	.....	1
Dundas	2	2	1	1	1	.....	.....	1	1	2	1	.....	3	1	1	.....	2	2	2	2	1	.....	.....	.....
Galt	1	1	1	1	.....	.....	.....	1	1	1	1	.....	1	.....	1	.....	1	1	.....	1	.....	.....	.....	1
Goderich	1	1	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	1	.....	7	.....	.....	.....	.....	1
Guelph	7	6	.....	5	1	.....	.....	4	2	7	.....	.....	1	.....	.....	.....	7	.....	.....	1	.....	.....	2	2
Lindsay	2	1	1	2	.....	.....	.....	2	.....	2	.....	1	7	.....	.....	1	1	1	.....	1	.....	.....	.....	.....
Milton	1	.....	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	1	1	.....	1	1	.....	.....	.....
Niagara	3	3	2	2	1	.....	.....	2	1	2	1	.....	1	.....	1	2	1	2	.....	1	.....	.....	.....	1
Oakville	1	1	1	1	.....	.....	.....	1	.....	1	1	.....	2	.....	1	.....	1	1	.....	.....	.....	.....	.....	.....

TABLE E.—The Common Schools of Upper Canada, 1859.—(*Continued.*)

COUNTIES.	NUMBER OF SCHOOLS USING BOOKS AND APPARATUS.																			
	Book Keeping.		Mensuration.		Algebra.		Geometrics.			Other Books.			Apparatus.							
	National.	Various.	National.	Various.	Colenso's.	Various.	National.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Total Number of Maps.	Number of Schools using Maps.	Globes.	Blackboards.	Sets of Apparatus.	Tablet Lessons.	How many Schools have Magic Lanterns.	How many Schools have commenced a School Museum of Natural History.
Glengarry	27	2	7	13	16	15	2	5	3	.....	.....	3	127	24	5	33	3	15	1	1
Stormont	7	6	1	.....	.....	7	.....	.....	.....	.....	.....	2	48	9	1	57	.....	.....	.....	.....
Dundas	12	5	5	2	.....	12	1	3	2	.....	.....	1	18	7	5	58	1	11	.....	.....
Prescott	1	3	4	3	1	6	1	.....	2	.....	.....	3	65	14	5	27	3	13	.....	.....
Russell	1	2	1	2	.....	4	.....	1	.....	.....	.....	.....	47	8	4	12	.....	12	.....	.....
Carleton	33	3	15	2	1	19	3	19	4	.....	.....	3	139	28	7	46	4	15	.....	1
Grenville	39	2	11	2	4	17	1	2	1	.....	.....	10	80	16	3	58	11	13	.....	.....
Leeds	50	5	22	2	9	14	.....	11	5	.....	.....	3	132	32	9	101	5	17	.....	1
Lanark	30	.....	22	2	1	18	.....	15	1	1	.....	2	331	81	19	70	12	17	.....	.....
Renfrew	7	3	1	2	.....	1	1	.....	1	.....	.....	.....	146	25	15	28	3	16	.....	.....
Frontenac	20	3	12	.....	1	16	1	5	7	.....	.....	4	139	30	1	58	11	3	.....	.....
Addington	21	1	5	.....	.....	16	.....	7	4	1	.....	2	236	37	3	66	2	10	.....	.....
Lennox	6	2	2	1	1	12	.....	.....	5	.....	.....	.....	160	23	5	33	7	12	.....	.....
Prince Edward	36	1	11	.....	1	41	.....	14	3	20	.....	1	483	68	14	76	13	24	.....	1
Hastings	25	13	17	1	1	25	.....	11	4	1	.....	9	440	68	20	88	13	34	1	.....
Northumberland	15	11	6	6	2	33	2	5	3	.....	.....	1	413	75	33	109	18	41	.....	.....
Durham	7	25	21	2	15	28	.....	14	9	.....	.....	4	346	15	17	83	17	32	.....	.....
Peterboro'	9	2	10	2	4	8	.....	1	2	.....	.....	3	176	32	5	33	15	15	.....	.....
Victoria	4	6	5	1	16	16	.....	4	9	.....	.....	.....	285	41	20	37	15	13	1	1
Ontario	26	12	30	37	7	.....	.....	22	3	.....	.....	4	582	85	23	95	17	33	.....	.....
York	57	20	52	9	18	55	14	23	13	.....	.....	11	944	130	39	140	17	65	2	1
Peel	42	5	18	22	5	18	12	20	1	.....	.....	17	334	71	22	73	12	32	.....	.....
Simcoe	13	14	22	2	6	20	2	12	4	.....	.....	1	400	79	12	98	9	49	.....	1
Halton	18	14	24	4	6	25	2	7	12	.....	.....	9	386	48	14	50	19	28	.....	.....
Wentworth	24	12	8	8	1	25	.....	10	9	2	.....	7	408	57	21	62	19	23	.....	.....
Brant	20	6	15	.....	6	20	10	13	5	.....	.....	7	435	47	16	55	15	23	.....	1
Lincoln	15	6	11	.....	1	28	2	4	3	.....	.....	.....	363	57	19	71	17	21	1	1
Welland	8	3	.....	.....	6	28	2	5	7	.....	.....	.....	540	69	21	71	19	27	1	.....
Haldimand	13	4	7	1	3	16	.....	3	3	.....	.....	.....	394	64	21	75	13	28	1	1

Norfolk	15	12	7		1	22	4	1	8	1		21	359	68	17	90	18	35		
Oxford	33	25	39	1	4	58		33	3	3		6	762	94	41	108	22	31		2
Waterloo	7	5	12	8	3	15	2	8	4			13	473	69	41	65	11	32		2
Wellington	23	15	26	7	5	31		14	11			5	432	67	12	75	17	27	2	
Grey	11	7	7	2	3	11		4	2			3	286	52	14	72		27		
Perth	11	5	12	4	3	13	8	10				5	360	55	24	68	2	20		
Huron	39	3	38	3	16	19	8	25	4			10	547	83	12	99	2	23	1	
Bruce	4	1	3	1		6		1	1			3	117	18	5	46		15		
Middlesex	39	16	36	11	3	65	7	18	23			8	790	124	23	139	16	20		1
Elgin	10	22	19	4	5	53		29	6	1		6	665	89	23	96	19	35		
Kent	5	12	6	2	4	28		13	3			1	578	70	33	79	26	41		
Lambton	15	10	3	5	4	18		8	2			1	331	53	9	81	2	22	1	1
Essex	5	7	6	2		8	1		3	5		4	186	37	2	47	1	22		
Total	803	331	579	176	183	890	86	400	195	35		183	14483	2219	655	2928	446	992	12	16
CITIES.																				
Toronto	4	12	8		8			8				8	175	14		14		14	1	
Hamilton	2	8	10		2	2	2	10				8	94	10	10	10	8	8		1
Kingston	4		8		1	5	2	5	1			4	98	13	6	17	5	8		
London		7	7			7			7			7	124	7	6	7	1	7		1
Ottawa	5	9	3	4	1	8		7	1			9	117	15	15	15				
Total	15	36	36	4	12	22	4	30	9			36	608	59	37	63	14	37	1	2
TOWNS.																				
Amherstburgh		1	1		1	1			1		2			3		3	3	3		
Barrie	1		1		1			2				1	20	3	2	3	2	1		
Belleville	3	2	1			1		1				2	51	4	3	8				
Bowmanville		1	1		1	1		1	1			1	26	1	1	1	1	1	1	
Brantford	9				4	3		5				2	127	6	1	9		1		1
Brockville		1	1			1		1					9	1		1	1	1		
Chatham		1	1			1	1						34	3	3	3	3	3	3	
Clifton		1		1		2		1				1	14	2	1	2	1	2		
Cobourg	2	3	2	2		2						2	26	5	5	6	3	5		1
Collingwood	1		1			1		1					12	2	2	2	2	2		
Cornwall	1		1		1	1		1				4	26	2	2	2	1	1		
Dundas	1	2				3		2				1	32	2	1	2		2		
Galt						1		1		1		2	26	1	1	1	1	1		
Goderich		1	1			1			1				41	1	1	1	1	1	1	
Guelph	1	1	2		1	1		1	1			1	7	6	1	5	2			
Lindsay	2	1	1	1		2			2	1			19	2	2	2	2	2		
Milton	1		1			1		1				1				1	1		1	
Niagara	1	1	1		2							1	16	2						
Oakville													12	1	1	1	1	1		

TABLE E.—The Common Schools of Upper Canada, 1859.—(*Continued.*)

TOWNS.—(*Cont'd.*)	NUMBER OF SCHOOLS USING BOOKS AND APPARATUS.																								
				Readers.		Spelling Books.				Arithmetic.		Grammars.				Geographies.				Histories.				
	No. of Schools reported.	Schools Opened and Closed with Prayer.	Schools using the Bible or Testament.	National.	Various.	Mavor's.	Canada.	Sullivan's and National.	Various.	National.	Various.	National and Sullivan's.	Lennie's.	Kirkham's.	Various.	Sullivan's and National.	Morse.	Hodgins.	Various.	England.	Greece and Rome.	Canada.	National Readers.	Various.
Owen Sound	1	.....	1	1	.....	.....	.....	1	.....	1	.....	1	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....
Paris	4	4	1	4	1	.....	.....	4	1	.....	2	.....	1	.....	1	4	.....	2	1	.....	.....	.....	4	1
Perth	4	4	4	4	.....	.....	1	4	.....	.....	.....	4	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Peterborough	2	1	.....	1	1	.....	.....	1	1	2	.....	.....	2	.....	.....	.....	1	.....	1	1	.....	.....	.....	1
Picton	4	4	3	4	.....	.....	.....	4	.....	4	.....	.....	2	2	.....	2	2	.....	.....	1	.....	.....	.....	1
Port Hope	4	4	.....	4	.....	.....	.....	4	.....	3	1	.....	.....	.....	4	4	.....	4	.....	4	.....	.....	.....	.....
Prescott	2	2	1	1	1	.....	.....	.....	.....	2	1	.....	2	.....	.....	.....	2	.....	.....	1	.....	1	.....	1
Sandwich	2	2	1	1	1	.....	.....	.....	1	.....	2	.....	.....	1	1	.....	1	.....	1	1	.....	.....	.....	1
Sarnia	2	2	2	2	.....	.....	.....	.....	2	2	.....	2	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....
St. Catharines	4	4	3	4	1	4	.....	.....	1	4	1	.....	3	.....	2	1	2	3	1	1	.....	.....	2	1
Simcoe	1	1	1	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	2	1	.....	1	.....	1	.....	.....	.....	1
Whitby	3	1	1	1	.....	1	.....	.....	1	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1
Windsor	3	.....	.....	3	.....	.....	.....	.....	3	2	1	.....	.....	1	2	.....	3	3	.....	1	.....	1	.....	.....
Woodstock	2	2	1	2	.....	.....	.....	2	.....	2	.....	.....	1	.....	1	.....	.....	2	.....	.....	.....	.....	2	.....
Total	95	66	55	83	11	5	1	66	19	70	21	16	45	13	26	37	47	33	13	41	4	3	13	23
VILLAGES.																								
Berlin	2	1	1	1	1	.....	.....	1	.....	2	.....	.....	1	.....	1	.....	2	.....	.....	1	.....	1	.....	.....
Brampton	2	2	2	2	.....	.....	.....	2	.....	2	.....	.....	1	.....	.....	.....	2	.....	.....	1	.....	.....	.....	.....
Bradford	1	1	1	.....	.....	.....	.....	1	.....	.....	1	1	1	.....	.....	1	1	.....	.....	1	1	.....	.....	.....
Brighton	3	3	1	3	.....	.....	.....	3	.....	3	.....	.....	.....	.....	3	.....	3	.....	.....	.....	.....	.....	1	1
Caledonia	3	.....	.....	3	.....	.....	.....	2	7	3	.....	2	1	.....	.....	2	1	.....	.....	3	.....	3	.....	.....
Chippewa	2	1	.....	2	.....	.....	.....	2	.....	2	.....	.....	2	.....	.....	2	.....	.....	.....	2	.....	.....	.....	.....
Clinton	2	.....	.....	2	.....	.....	.....	2	.....	2	.....	.....	2	.....	.....	.....	2	1	.....	.....	.....	1	.....	.....

Colborne	1	.....	.....	1	.....	1	.....	1	.....	1	.....	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	.....
Elora	2	2	.....	2	.....	.....	.....	2	.....	2	.....	2	2	.....	.....	.....	2	2	.....	2	...	.....	.....	.....
Embro	1	1	1	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	1
Fergus	1	1	1	1	.....	.....	.....	1	1	1	.....	1	1	.....	.....	1	1	.....	.....	1	.....	1	.....	.....
Fort Erie	1	1	1	1	.....	.....	.....	1	1	1	.....	1	1	.....	.....	1	1	.....	.....	1	.....	1	.....	.....
Hawkesbury	2	1	1	2	.....	.....	.....	1	.....	2	.....	.....	2	.....	.....	.....	2	.....	.....	.....	.....	1	.....	.....
Hespeler	1	.....	1	1	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Ingersoll	1	1	1	1	.....	.....	.....	.....	.....	1	1	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....
Iroquois	1	1	.....	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	.....	1	1	.....	1	.....	.....	.....	.....
Kemptville	2	.....	1	2	.....	.....	.....	2	.....	2	2	1	2	1	.....	.....	1	.....	.....	1	.....	.....	.....	.....
Kincardine	2	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Mitchell	1	1	.....	1	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Napanee	3	1	1	3	.....	.....	.....	1	1	3	.....	.....	.....	2	.....	.....	2	.....	.....	.....	.....	.....	2	.....
Newburgh	1	1	.....	1	.....	.....	.....	1	.....	1	.....	1	1	.....	.....	1	1	.....	.....	.....	.....	.....	1	.....
Newcastle	1	1	1	1	.....	1	.....	.....	1	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1
New Hamburg	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....	1
Newmarket	2	1	1	1	1	.....	.....	1	.....	2	.....	.....	2	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....
Oshawa	2	1	.....	1	1	.....	.....	1	1	1	1	.....	.....	2	.....	.....	1	1	.....	.....	.....	.....	.....	2
Pembroke	1	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1
Portsmouth	2	2	.....	1	1	.....	.....	.....	2	2	.....	2	.....	.....	.....	.....	1	.....	1	1	.....	.....	.....	1
Preston	2	1	1	1	1	.....	.....	2	.....	2	.....	1	1	.....	.....	.....	2	1	.....	.....	.....	1	.....	.....
Smith's Falls	1	1	1	1	.....	.....	.....	1	1	1	1	.....	1	.....	1	.....	.....	1	.....	1	.....	1	.....	.....
Southampton	1	1	1	1	.....	.....	.....	1	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	1	.....	1	.....	1
St. Mary's	1	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1	1	.....	1	.....	1	.....	.....	.....	1
St. Thomas	2	2	2	1	1	.....	.....	1	1	1	1	.....	2	.....	.....	.....	1	1	1	1	.....	1	.....	1
Stratford	1	.....	.....	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	1	1	.....	1	.....	.....	.....	.....
Streetsville	2	2	2	2	.....	.....	.....	2	.....	2	.....	.....	2	.....	.....	2	2	2	.....	2	.....	.....	.....	.....
Thorold	4	4	3	3	1	.....	1	2	.....	4	.....	1	1	.....	.....	2	2	1	.....	1	.....	.	2	1
Trenton	3	2	3	3	.....	.....	.....	3	.....	1	1	1	.....	2	.....	.....	2	.....	.....	.....	1	.....	.....	.....
Vienna	2	.....	1	1	.....	.....	.....	1	.....	1	.....	1	.....	1	.....	.....	1	1	1	1	.....	.....	.....	.....
Waterloo	1	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1	.....	.....
Welland	2	1	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....
Yorkville	1	1	1	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	1	.....	.....	.....	.....	.....	1	.....
Total	67	39	31	56	7	2	1	46	10	59	8	18	36	6	10	18	44	16	3	28	2	14	7	12
Total Counties	3727	1890	2544	3627	37	308	545	1638	496	3441	213	614	1985	879	149	494	2735	494	131	676	85	165	354	176
" Cities	64	64	57	50	19	.....	13	37	19	48	20	.....	36	.....	26	17	26	32	13	12	2	5	14	31
" Towns	95	66	55	83	11	5	1	66	19	70	21	16	45	13	26	37	47	33	13	41	4	3	13	23
" Villages	67	39	31	56	7	2	1	46	10	59	8	18	36	6	10	18	44	16	3	28	2	14	7	12
Grand Total	3953	2059	2687	3816	74	315	560	1787	544	3618	262	648	2102	898	211	566	2852	575	160	757	93	187	388	242
" " 1858	3866	1708	2510	3676	67	151	746	1543	577	3449	228	557	1911	941	141	522	2631	304	152	447	133	167	.....	540
Increase	87	351	177	140	7	164	.....	244	.....	169	34	91	191	.....	70	44	221	271	8	310	.....	20	.....	.....
Decrease	.....	.....	.....	.....	.....	.....	186	.....	33	.....	.....	.....	.....	43	.....	.....	.....	.....	.....	.....	40	.....	.....	298

TABLE E.—The Common Schools of Upper Canada, 1859.—(*Continued.*)

TOWNS.—(*Cont'd.*)	NUMBER OF SCHOOLS USING BOOKS AND APPARATUS.																			
	Book Keeping.		Mensuration.		Algebra.		Geometries.			Other Books.			Apparatus.							
	National.	Various.	National.	Various.	Colenso's.	Various.	National.	Euclid.	Various.	Natural Philosophy.	Music.	Other Books.	Total Number of Maps.	Number of Schools using Maps.	Globes.	Blackboards.	Sets of Apparatus.	Tablet Lessons.	How many Schools have Magic Lanterns.	How many Schools have commenced a School Museum of Natural History.
Owen Sound													6	1		1		1		
Paris		1								1		2	14	4	1	2		1		
Perth	4					1									4	4	4	4		
Peterboro'						1			1				34	5	1			2		
Picton			1			1		1								1	1	1		
Port Hope		4	4			4		4				4	56	4		4	4	4		
Prescott	2		2			2		2				1	11	1	1	1				
Sandwich		1	1			1		1					11	2	1	2	1			
Sarnia													14	2		2		2		
St. Catharines	2	1	4		3	1		3					12	2	2	4		3		
Simcoe		1	1		1								14	1	1	1	1			
Whitby	1												6	1	1	1	1	1		
Windsor	1	1		1		2		1								3	1			
Woodstock	2		2		1	1		2				1	11	2	1	1	2	1		
Total	35	25	31	5	16	37	1	32	6	3	2	27	689	72	41	80	39	48	5	2
VILLAGES.																				
Berlin	1		1			1		1		1		1	16	1	1	1	1	1	1	
Brampton	1					1			1				15	2		2		1		
Bradford					1	1		1				1	9	1	1	1	1	1		
Brighton						1			1				14	3		3	2			
Caledonia	3		3										19	3	2	3		3		
Chippewa		1				2		1					26	2	2	2				
Clinton													6	2		2		1		

Colborne		1											12	1	1	1	1	1		
Elora	2		2			1							26	2		2		1	1	2
Embro			1			1		1					11	1	1	1				
Fergus						1		1					21	1	1	1	1	1		
Fort Erie						1							15	1	1	1	1			
Hawkesbury	2		2				1						18	2	1	2		2		
Hespeler					1	1				1			6	1		1				
Ingersoll		1	1			1							9	1	1	1		1		
Iroquois	1					1							5	1	1	1	1			
Kemptville	1		1			2		1					4	2	1	2				
Kincardine		1				1			1				11	1	1	1	1	1		
Mitchell													5	1	1	1		1		
Napanee	1												18	2	2	2	2			
Newburgh	1					1		1				1	12	1	1	1	1	1		
Newcastle	1												6	1	1	1	1	1		
New Hamburg		1	1		1				1			1	13	1	1	1		1		
Newmarket					1	1		1		1		1	22	2	2	2	1	2		
Oshawa		1	1		2								30	1	2	2	2	2		1
Pembroke			1			1							8	1		1		1		
Portsmouth	1	1				1		1	1			1	7	1	1	1		1		
Preston						1						1	11	1	1	2	1	2		
Smith's Falls	1		1			1			1				8	1	1	1	1			
Southampton						1		1					14	1	1	1		1		
St. Mary's	1		1					1		1		1	8	1	1	1		1		
St. Thomas	1		1			1		1				1	14	2	1	2	1	1		
Stratford		1				1		1		1		1	20	1	1	1		1		
Streetsville	2		2		2			2					4	2	2	2				
Thorold		2	1			2		1					17	4	2	4	2	2		
Trenton	2		1			2		1				1	19	3	2	3		1		
Vienna												1	19	1	1	1				
Waterloo			1			1		1		1		1	26	1	1	1	1			
Welland	1		1			1		1								1		1		
Yorkville													13	1	1	1		1		
Total	23	10	23		8	31	1	19	6	6		13	537	58	41	61	22	35	2	3
Total Counties	803	331	579	176	183	890	86	400	195	35		183	14483	2219	655	2928	446	992	12	16
" Cities	15	36	36	4	12	22	4	30	9			36	608	59	37	63	14	37	1	2
" Towns	35	25	31	5	16	37	1	32	6	3	2	27	689	72	41	80	39	48	5	2
" Villages	23	10	23		8	31	1	19	6	6		13	537	58	41	61	22	35	2	3
Grand Total	876	402	669	185	219	980	92	481	216	44	2	259	16317	2408	774	3132	521	1912	20	23
" " 1858	877	288	544	167	160	815		99	552	1	52	278		2403	612	2895	500	1027		
Increase		114	125	18	59	165		382		43				5	162	237	21	85		
Decrease	1								336		50	19								

TABLE F.—The Roman Catholic Separate

MUNICIPALITIES	No. of Separate Schools.	Amount of the Legislative School Grant.	RECEIPTS.				EXPENDITURES.			PUPILS AND TIME.	
			Legislative apportionment for Maps, Apparatus, Prizes, and Libraries.	Amount raised from School-rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for Maps, Apparatus, Prizes and Lib.'s.	Amount paid for other purposes.	No. of Pupils.	No. of months open.
		$ cts.		$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.		
Arthur, 1..	1	37 00	.....	.....	.....	37 00	18 00	.....	19 00	104	10
" 2..	1	38 00	.....	226 67	29 51	294 18	294 18	.....	.....	141	9
Bastard, 1..	1	13 00	.....	30 00	42 00	85 00	72 00	.....	13 00	33	6
Camden, E., No. 15..	1	7 00	.....	77 00	36 00	120 00	120 00	.....	.....	56	8
Carrick, No. 1.....	1	9 50	.....	72 00	.....	81 50	72 00	.....	9 50	36	6
Charlottenburg, 15..	1	41 47	.....	.....	6 00	47 47	19 38	.....	28 09	46	12
" 16..	1	34 00	.....	8 00	7 00	49 00	32 00	.....	17 00	35	9
" 17..	1	40 00	.....	.....	.....	40 00	20 00	.....	20 00	49	9
Edwardsburgh, 1...	1	19 00	.....	70 20	8 49	97 69	97 69	.....	.....	49	11
Ellice, 7...	1	43 00	.....	180 00	.....	223 00	223 00	.....	.....	58	12
Etobicoke, 6...	1	12 00	.....	80 00	62 27	154 27	124 00	9 69	20 58	32	12
Fitzroy, 8...	1	25 00	.....	12 50	9 85	47 35	34 85	.....	12 50	51	10
Flamboro', E., 3...	1	14 76	.....	.....	.....	14 76	14 76	.....	.....	47	12
" 6...	1	35 88	.....	184 00	31 40	251 28	103 70	.....	147 58	58	11
Gloucester, 1...	1	83 79	.....	174 00	.....	257 79	200 00	.....	57 79	94	12
" 9...	1	28 41	.....	40 00	.....	68 41	40 00	.....	28 41	45	10
Grantham, 7...	1	41 00	.....	.....	120 50	161 50	119 50	.....	42 00	105	10
Greenock, 1...	1	21 00	.....	55 85	.....	76 85	36 16	.....	40 69	60	12
Hawkesbury, E., 2...	1	15 00	.....	84 00	9 00	108 00	108 00	.....	.....	55	11
" 4...	1	25 76	.....	77 00	8 00	110 76	77 00	.....	33 76	46	10
" 7...	1	21 14	.....	90 00	8 86	120 00	120 00	.....	.....	61	8
Kingston, 8...	1	31 00	.....	.....	.....	31 00	31 00	.....	.....	.....	.....
Lancaster, 11...	1	24 50	.....	13 47	00 40	38 37	38 34	.....	00 03	66	10
Leeds, & L. F., 3...	1	32 00	.....	92 00	37 25	161 25	122 50	.....	38 75	65	14
Lochiel, 10...	1	69 00	.....	36 00	1678 57	1783 57	531 25	.....	1252 32	137	12
Maidstone, 3...	1	31 00	.....	40 45	7 12	78 57	45 00	.....	33 57	45	9
Nelson, 1...	1	11 52	.....	141 12	49 90	202 54	200 00	.....	2 54	35	.....
Nepean, 13...	1	9 00	.....	42 00	26 00	77 00	77 00	.....	.....	23	11
Nichol, 1...	1	17 00	.....	.....	20 00	37 00	23 00	.....	14 00	49	12
Oneida, 6...	1	55 00	.....	127 65	230 30	412 95	316 49	11 75	84 71	88	12
Orillia, 1...	1	49 00	.....	.....	72 00	121 00	121 00	.....	.....	77	12
Percy, 5...	1	26 00	.....	.....	137 45	163 45	161 15	.....	2 30	71	12
Pilkington, 6...	1	22 31	.....	142 05	.....	164 36	128 00	.....	36 36	50	6
Pittsburgh, 7...	1	18 00	.....	83 67	13 60	115 27	115 27	.....	.....	44	11
" 8...	1	12 00	.....	93 60	.....	105 60	96 00	.....	9 60	43	10
Raleigh, 6...	1	22 00	.....	151 50	1 50	175 00	164 00	.....	11 00	52	12
Sandwich, 8...	1	15 00	.....	100 00	.....	115 00	100 00	.....	15 00	27	9
" 9...	1	30 99	.....	100 00	.....	130 99	50 00	.....	80 99	32	12
Sheffield, 5...	1	34 96	.....	35 00	11 00	80 96	42 00	.....	38 96	47	12
Thurlow, 20...	1	40 00	.....	92 75	1 00	133 75	132 13	.....	1 62	.....	.....
Vaughan, 18...	1	16 00	.....	.....	20 00	36 00	20 00	.....	16 00	40	9
Vespra, 7...	1	17 00	.....	80 50	1 12	98 62	98 62	.....	.....	32	12
Wellesley, 9...	1	22 50	.....	124 00	.....	146 50	90 00	.....	56 50	38	6
" 10...	1	29 50	.....	50 05	.....	79 55	61 42	.....	18 13	36	6
" 11...	1	76 00	.....	241 79	9 15	326 94	240 00	.....	86 94	135	8
Westminster, 13...	1	16 00	.....	48 00	52 00	116 00	108 00	.....	8 00	37	9
Williams, 11 or 8...	1	11 70	.....	60 00	19 00	90 70	60 00	.....	30 70	62	6
Wilmot, 15...	1	61 00	.....	168 72	152 75	382 47	295 00	7 13	80 34	60	12
" 18...	1	23 94	.....	62 00	23 00	108 94	90 00	.....	18 94	38	6
Windham, 8...	1	8 00	.....	59 35	11 81	79 16	55 50	.....	23 66	38	6
Wolfe Island, 1...	1	42 00	.....	189 00	40 00	271 00	230 00	.....	41 00	58	9
" 11...	1	11 00	.....	.....	29 50	40 50	15 00	.....	25 50	35	12
Wolford, 20...	1	16 00	.....	.....	56 56	72 56	64 56	.....	8 00	32	12
York, 1...	1	24 00	.....	.....	117 52	141 52	140 00	.....	1 52	87	12
" 21...	1	31 00	.....	6 25	82 85	120 10	79 40	5 00	35 70	81	12
" 22...	1	10 72	.....	57 28	185 28	253 28	139 61	.....	113 67	91	12
Total	56	1572 35	.....	3899 43	3465 51	8937 28	6227 46	33 57	2676 25	3112	10

Schools of Upper Canada, 1859.

TEACHERS.					RELIGIOUS EXERCISES.		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.										MAPS, APPARATUS, &c.				When first established.
No. of Teachers.	Male.	Female.	Members of Religious Orders. Male.	Members of Religious Orders. Female.	No. of Schools opened and closed with prayer.	No. of Schools using the Bible.	No. of Pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book Keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	No. of Schools using Maps.	No. of Maps.	Apparatus.	Blackboards.	
1	1	...	.....	.....	1	.....	104	38	31	13	5	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1854
1	1	...	.....	.....	1	.....	141	60	50	30	16	5	2	.....	1	.....	.....	.....	.....	...	...	1854
1	1	...	.....	.....	.....	.....	22	10	5	8	7	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1856
...	...	...	.....	.....	1	.....	56	12	12	7	7	6	.....	.....	.....	.....	.....	.....	.....	...	...	1853
1	1	...	.....	.....	.....	.....	36	10	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1857
1	1	...	.....	.....	1	.....	46	33	25	6	7	.....	.....	.....	.....	.....	.....	1	4	...	...	1856
1	...	1	.....	.....	1	.....	35	25	14	9	1	.....	.....	.....	.....	.....	.....	1	1	...	...	1856
1	...	1	.....	.....	1	.....	49	17	18	3	3	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1854
1	1	...	.....	.....	.....	.....	49	16	18	1	3	.....	.....	.....	.....	.....	.....	.....	.....	...	1	1856
1	1	...	.....	.....	1	.....	58	35	36	5	8	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1856
1	...	1	.....	.....	1	.....	30	26	25	12	10	6	.....	.....	.....	.....	.....	1	6	...	...	1844
1	1	...	.....	.....	1	.....	51	26	20	8	4	.....	1	.....	.....	.....	.....	.....	.....	...	...	1855
1	...	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1859
1	1	...	.....	.....	1	.....	58	30	26	3	7	.....	1	.....	.....	.....	.....	.....	.....	...	1	1859
1	1	...	.....	.....	.....	.....	94	57	51	30	94	.....	.....	.....	.....	.....	.....	1	1	...	...	1859
1	1	...	.....	.....	1	.....	38	11	7	3	.....	7	.....	.....	.....	.....	.....	.....	.....	...	...	1859
1	1	...	.....	.....	1	.....	105	79	79	16	36	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1857
1	1	...	.....	.....	1	.....	60	11	29	8	.....	2	.....	.....	.....	.....	.....	.....	.....	...	...	1858
1	...	1	.....	.....	.....	.....	55	23	21	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1858
1	...	1	.....	.....	1	.....	46	20	20	5	3	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1856
1	1	...	.....	.....	1	.....	61	30	34	20	2	20	.....	.....	.....	.....	.....	.....	.....	...	...	1853
...	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1856
1	...	1	.....	.....	.....	1	61	42	40	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	1	1855
1	1	...	.....	.....	1	1	57	20	8	4	5	.....	.....	.....	.....	.....	8	.....	.....	...	1	1857
2	1	1	.....	1	1	1	99	89	80	70	77	23	3	6	2	18	21	.....	.....	...	...	1854
1	...	1	.....	.....	.....	.....	45	22	15	1	.....	18	.....	.....	.....	.....	.....	.....	.....	...	...	1858
...	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1859
1	...	1	.....	.....	1	.....	23	10	8	3	1	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1856
1	...	1	.....	.....	1	.....	49	14	.....	24	24	.....	1	.....	.....	.....	.....	.....	.....	...	...	1854
1	1	...	.....	.....	1	.....	88	80	66	33	66	28	20	3	3	13	.....	1	7	...	..	1854
1	1	...	.....	.....	.....	.....	75	75	71	71	75	63	.....	6	6	.....	.....	.....	.....	...	...	1856
1	1	...	.....	.....	1	.....	71	31	31	4	24	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1857
1	1	...	.....	.....	1	.....	50	45	15	.....	26	.....	.....	.....	.....	.....	.....	.....	.....	...	1	1857
1	1	...	.....	.....	.....	.....	26	21	21	12	14	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1858
1	1	...	.....	.....	.....	.....	37	30	20	3	2	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1857
1	1	...	.....	.....	1	.....	51	15	20	5	10	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1856
1	1	...	.....	.....	1	.....	34	12	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1858
1	1	...	.....	.....	1	.....	35	12	10	1	1	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1859
1	...	1	.....	.....	1	1	43	5	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1858
...	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1850
1	1	...	.....	.....	.....	.....	33	30	12	4	7	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1857
1	1	...	.....	.....	1	.....	29	6	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1858
1	1	...	.....	.....	1	1	38	26	26	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1857
1	1	...	.....	.....	1	.....	36	20	20	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	1	1848
1	1	...	.....	.....	1	.....	132	72	72	52	52	.....	.....	4	4	.....	.....	.....	.....	...	1	1854
2	1	1	.....	.....	1	1	37	20	24	12	19	8	4	.....	.....	.....	.....	1	2	...	1	1848
1	1	...	.....	.....	1	1	62	16	19	8	3	2	.....	.....	3	.....	.....	.....	.....	...	...	1850
1	1	...	.....	.....	1	1	60	50	50	10	.....	.....	.....	.....	.....	10	.....	.....	.....	...	1	1844
1	1	...	.....	.....	1	1	38	24	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	1	1859
1	...	1	.....	.....	1	.....	38	13	20	9	5	.....	.....	.....	.....	.....	.....	.....	.....	...	1	1856
1	1	...	.....	.....	1	.....	58	20	24	8	8	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1854
1	...	1	.....	.....	.....	.....	35	14	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1857
1	...	1	.....	.....	.....	.....	32	15	11	8	7	1	.....	.....	.....	.....	.....	.....	.....	...	...	1855
1	...	1	.....	.....	1	.....	87	30	43	18	40	.....	.....	.....	.....	.....	.....	.....	.....	...	1	1854
1	...	1	.....	.....	1	.....	81	64	56	23	20	7	.....	.....	.....	.....	.....	1	7	...	1	1857
1	1	...	.....	.....	1	.....	91	20	3	2	4	1	.....	.....	.....	.....	.....	.....	.....	...	...	1858
55	37	18	.....	1	39	9	2925	1532	1364	590	705	197	32	19	19	41	29	7	28	...	13	.....

TABLE F.—The Roman Catholic Separate

CITIES.	No. of Separate Schools.	Amount of the Legislative School Grant.	RECEIPTS. Legislative apportionment for Maps, Apparatus, Prizes, and Libraries.	RECEIPTS. Amount raised from School-rate on supporters.	RECEIPTS. Amount subscribed by supporters and other sources.	RECEIPTS. Total Amount received.	EXPENDITURES. Amount paid to Teachers.	EXPENDITURES. Amount paid for Maps, Apparatus, Prizes, and Lib's.	EXPENDITURES. Amount paid for other purposes.	PUPILS AND TIME. No. of Pupils.	PUPILS AND TIME. No. of Months open.
		$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.		
Hamilton	2	615 00	.....	502 39	313 70	1431 09	1072 50	.....	358 59	1137	11
Kingston	2	443 00	.....	1079 54	218 40	1740 94	1457 15	.....	283 79	831	11
London	2	146 00	.....	393 91	198 20	738 11	479 20	31 47	227 44	403	10
Ottawa	9	1197 00	.....	891 56	59 44	2148 00	1711 80	48 00	388 20	1358	12
Toronto	6	1497 00	.....	1673 65	26 72	3197 37	2823 00	105 93	268 44	1886	12
Total	21	3898 00	.....	4541 05	816 46	9255 51	7543 65	185 40	1526 46	5615	11
TOWNS.											
Amherstburgh	1	116 00	.....	292 00	212 66	620 66	573 00	10 00	37 66	207	12
Barrie	1	70 00	.....	.....	50 45	120 45	120 45	.....	.....	117	10
Belleville	1	192 00	.....	400 00	235 50	827 50	827 50	.....	.....	357	12
Brantford	1	69 00	12 00	264 97	134 57	480 54	400 18	24 00	56 36	269	11
Brockville	1	151 00	.....	317 90	131 43	600 33	480 00	.....	120 33	259	11
Chatham	1	62 00	.....	149 50	139 50	351 00	300 00	.....	51 00	104	12
Clifton	1	39 00	.....	169 42	107 98	316 40	314 41	.....	1 99	91	12
Cobourg	1	85 00	.....	80 70	100 75	266 45	225 52	.....	40 93	103	11
Dundas	1	116 00	.....	208 00	506 00	830 00	630 00	7 00	193 00	232	12
Guelph	2	153 00	.....	287 31	53 40	493 71	319 20	5 62	168 89	203	12
Lindsay	1	76 00	.....	.....	13 00	89 00	56 66	.....	32 34	199	12
Niagara	1	115 00	.....	54 52	414 25	583 77	583 77	.....	.....	.....	.....
Paris	1	63 00	.....	104 36	109 05	276 41	236 01	7 20	33 20	155	12
Perth	1	63 00	.....	591 20	63 14	717 34	350 00	2 00	365 34	108	10
Peterborough	1	130 00	.....	200 00	90 00	420 00	390 00	5 00	25 00	261	12
Picton	1	30 00	.....	42 00	110 86	182 86	177 94	.....	4 92	95	9
Prescott	1	126 00	.....	312 70	825 45	1264 15	921 67	.....	342 48	239	12
St. Catharines	1	245 00	.....	347 00	1166 66	1758 66	513 66	.....	1245 00	354	12
Total	19	1901 00	12 00	3821 58	4464 65	10199 23	7419 97	60 82	2718 44	3353	11
VILLAGES.											
Berlin	1	14 52	.....	.....	194 80	209 32	200 00	.....	9 32	104	11
Napanee	1	12 00	.....	25 07	238 15	275 22	260 26	.....	14 96	109	11
Newmarket	1	43 00	.....	33 82	157 61	234 43	151 12	10 25	73 06	95	12
Oshawa	1	20 00	.....	122 30	138 41	280 71	280 71	.....	.....	103	12
Portsmouth	1	52 62	.....	.....	.....	52 62	.....	52 62	.....	96	6
Preston	1	24 00	.....	98 72	67 25	189 97	164 20	.....	25 77	80	11
St. Thomas	1	34 16	.....	25 05	168 18	227 39	176 00	7 75	43 64	80	11
Thorold	1	60 00	.....	84 00	156 00	300 00	300 00	.....	.....	78	11
Trenton	1	121 90	.....	280 00	.....	401 90	280 00	2 00	119 90	169	11
Total	9	382 20	.....	668 96	1120 40	2171 56	1812 29	72 62	286 65	914	11
Total Counties	56	1572 35	.....	3899 42	3465 51	8937 28	6227 46	33 57	2676 25	3112	10
" Cities	21	3898 00	.....	4541 05	816 46	9255 51	7543 65	185 40	1526 46	5615	11
" Towns	19	1901 00	12 00	3821 58	4464 65	10199 23	7419 97	60 82	2718 44	3353	11
" Villages	9	382 20	.....	668 96	1120 40	2171 56	1812 29	72 62	286 65	914	11
Grand Total	105	7753 55	12 00	12931 01	9867 02	30563 58	23003 37	352 41	7207 80	12994	11
" " 1858	94	8531 25	85 41	7071 41	12518 47	28206 54	16731 47	294 44	11180 63	9991	10
Increase	11	.....	.....	5859 60	.....	2357 04	6271 90	57 97	.....	†3003	1
Decrease	.....	*777 70	73 41	.....	2651 45	.....	.....	.....	3972 83	.....	.....

* The decrease in the Grant, while there was an increase in the Schools and Pupils, is caused by a change
ity, instead of having an additional amount.

† Eight Schools, with 934 pupils, not having reported in 1858, but reporting this year, will reduce the

Schools of Upper Canada, 1859.—(*Continued.*)

TEACHERS.					RELIGIOUS EXERCISES.		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.										MAPS, APPARATUS, &C.				When first established.
No. of Teachers.	Male.	Female.	Members of Religious Orders. Male.	Members of Religious Orders. Female.	No. of Schools opened and closed with prayer.	No. of Schools using the Bible.	No. of Pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book Keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	No. of Schools using Maps.	No. of Maps.	Apparatus.	Blackboards.	
8	2	6	2	6	2	2	1137	515	508	354	345	515	9	1	.....	44	146	2	24	2	2	1856
7	4	3	4	3	4	4	751	420	370	300	270	180	25	30	10	50	400	2	13	2	...	1854
3	1	2	.....	.....	1	1	403	403	403	117	97	76	10	7	11	.....	.....	1	6	...	1	1858
11	6	5	.....	5	9	9	924	643	632	333	253	221	78	46	46	.....	32	9	29	...	9	1856
16	8	8	8	8	6	.....	1886	517	517	418	501	234	36	100	24	46	385	6	56	...	6	1845
45	21	24	14	22	22	16	5101	2498	2430	1522	1466	1226	158	184	91	140	963	20	128	4	18	.....
3	1	2	.....	2	1	.....	207	131	110	93	78	58	8	6	6	14	19	1	13	...	...	1850
2	...	2	.....	2	1	.....	117	52	58	58	72	52	.....	.....	.....	.....	40	1	8	1	1	1853
3	1	2	.....	2	1	1	357	267	255	257	265	265	10	6	6	.....	.....	1	8	...	1	1852
5	1	4	.....	4	1	.....	145	35	150	42	42	.....	1	.....	.....	.....	12	1	4	...	1	1853
2	1	1	.....	.....	1	.....	221	113	117	38	48	68	4	8	2	11	15	1	1	...	1	1854
3	3	...	.....	.....	1	.....	104	70	64	12	68	70	.....	.....	.....	.....	.....	1	7	1	...	1851
1	...	1	.....	.....	.....	.....	41	15	31	19	23	3	.....	.....	.....	.....	12	1	6	...	1	1857
1	1	...	.....	.....	1	1	103	70	100	30	143	20	7	4	.....	4	.....	1	1	...	1	1858
2	1	1	.....	.....	1	.....	232	120	150	100	136	40	6	4	.....	4	.....	1	6	...	1	1858
2	...	2	.....	2	.....	.....	152	87	96	54	50	22	13	7	8	.....	20	2	18	2	2	1853
1	1	...	.....	.....	.....	.....	199	96	71	51	46	.....	2	1	4	.....	.....	1	5	1	1	1856
.....	...	...	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1853
2	...	2	.....	2	1	.....	155	100	60	40	80	25	.....	.....	.....	.....	.....	1	8	...	1	1855
.....	...	...	.....	.....	.....	.....	89	25	40	35	37	17	1	.....	.....	.....	.....	1	8	...	1	1854
2	1	1	.....	.....	.....	.....	261	104	111	75	100	41	.....	1	.....	.....	41	1	4	1	1	1852
1	1	...	.....	.....	1	1	95	48	61	18	91	5	.....	1	1	1	1	.....	.....	1	1	1850
2	1	1	.....	.....	1	.....	239	80	148	148	148	47	12	14	8	.....	.....	.....	.....	...	...	1852
5	...	5	.....	5	1	.....	267	260	346	89	90	11	14	1	1	15	18	8	.....	...	1	1856
37	13	24	.....	19	14	4	2984	1673	1966	1159	1517	744	78	53	36	49	178	23	97	7	15	.....
2	2	...	.....	.....	1	1	104	90	90	10	24	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1859
1	...	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	1858
1	...	1	.....	.....	1	.....	67	38	49	33	61	20	.....	.....	.....	.....	.....	1	22	...	1	1856
2	...	2	.....	2	1	.....	103	31	84	40	30	17	1	.....	.....	.....	48	.....	.....	...	...	1858
1	1	...	.....	.....	1	.....	96	46	40	20	20	4	.....	.....	.....	.....	.....	.....	.....	...	...	1856
1	1	...	.....	.....	1	1	80	50	50	12	24	.....	.....	.....	.....	.....	.....	.....	.....	1	...	1850
1	1	...	1	.....	1	.....	47	42	47	23	25	7	.....	.....	.....	.....	26	1	4	1	...	1859
1	1	...	.....	.....	1	.....	78	40	13	37	19	10	7	4	4	10	.....	1	6	...	1	1853
1	1	...	.....	.....	1	1	169	51	41	36	34	15	4	8	.....	8	.....	1	7	...	1	1859
11	7	4	1	2	8	3	744	388	414	211	237	73	12	12	4	18	74	4	39	2	3	.....
55	37	18	.....	1	39	9	2925	1532	1364	590	705	197	32	19	19	41	29	7	28	...	13	.....
45	21	24	14	22	22	16	5101	2498	2430	1522	1466	1226	158	184	91	140	963	20	128	4	18	.....
37	13	24	.....	19	14	4	2984	1673	1966	1159	1517	744	78	53	36	49	178	23	97	7	15	.....
11	7	4	1	2	8	3	744	388	414	211	237	73	12	12	4	18	74	4	39	2	3	.....
148	78	70	15	44	83	32	11754	6091	6174	3482	3925	2240	280	268	150	248	1244	54	292	13	49	.....
118	64	54	13	30	50	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....
30	14	16	2	14	33	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	.....

in the system of apportionment, the Separate Schools for 1859 having shared in the General Grant to the local-

ncrease to 2069.

TABLE G.—The Grammar Schools

MONEYS.

COUNTIES.	No.	GRAMMAR SCHOOLS.	Receipts. Leg. Grant. For Masters' Salaries.	Leg. Grant. For Maps, Apparatus, Prizes, and Libraries.	Local Sources. From Fees.	Local Sources. From Municipal Grants.	Local Sources. Balances, and other sources.	Total Receipts for Grammar School purposes, 1859.	Expenditure. For Masters' Salaries.	Expenditure. For Maps, Apparatus, Prizes, and Libraries.
			$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Stormont, Dundas, & Glengarry.	1	Cornwall	884 00	11 00	736 62		5 33	1636 95	1515 62	22 00
	2	Williamstown	272 00		120 00		55 00	447 00	427 00	5 00
	3	Matilda	396 00		328 50		9 00	733 50	589 00	
Prescott and Russell	4	L'Orignal	432 00		113 50			545 50	520 00	
	5	Vankleekhill	200 00		63 00		100 00	363 00	363 00	
Carleton	6	Ottawa	750 00	11 48	666 26	180 00	439 56	2047 30	1616 73	22 96
	7	Richmond	176 00		300 00		27 00	503 00	478 00	
	8	Ashton	100 00		70 00	153 00	77 00	400 00	270 00	30 00
	9	Brockville	850 00		640 00			1490 00	1384 00	
Leeds & Grenville	10	Prescott	324 00		135 00			459 00	459 00	
	11	Kemptville	300 00		95 75	238 25		634 00	600 00	
	12	Gananoque	184 00		45 87		66 01	295 88	295 88	
Lanark and Renfrew	13	Perth	400 00			310 00	90 00	800 00	800 00	
	14	Smith's Falls	100 00		85 75	326 75	130 00	642 50	512 50	
	15	Lanark	200 00	8 33	102 00	200 00	106 50	616 83	202 00	16 66
	16	Renfrew	117 00		33 00		113 00	263 00	117 33	26 00
	17	Carleton Place	184 00				16 00	200 00	200 00	
Frontenac, Lennox, & Addington	18	Kingston	700 00		482 90		80 96	1263 86	1151 90	35 75
	19	Newburgh	420 00		104 45		200 00	724 75	674 45	
	20	Bath	188 00	12 00	110 00		77 00	387 00	335 00	24 00
	21	Napanee	310 00		237 60	742 30	158 26	1448 16	881 28	19 58
Prince Edward	22	Picton	472 00		140 00	613 00	25 00	1250 00	800 00	
	23	Consecon	200 00		30 00		270 00	500 00	475 00	
Hastings	24	Belleville	800 00	18 00	48 00	745 29		1611 29	848 00	38 80
	25	Trenton	100 00			180 93		280 93	240 00	
	26	Cobourg	600 00	39 37	648 25			1287 62	1132 00	78 74
Northumberland and Durham	27	Port Hope	510 00		434 13	601 16	30 15	1575 44	1452 05	
	28	Bowmanville	340 00		120 00	100 00		560 00	520 00	
	29	Colborne	200 00		78 50	413 96	19 50	711 96	711 96	
	30	Newcastle	100 00		130 00	800 00	1198 98	2228 98	180 00	93 70
Peterborough & Victoria.	31	Peterborough	450 00		181 10			631 10	530 00	
	32	Norwood	200 00		10 00		370 00	580 00	210 00	
	33	Lindsay	212 00		50 00			262 00	155 00	
	34	Oakwood	210 00		160 00		330 00	700 00	700 00	
Ontario	35	Whitby	496 00		398 00			894 00	816 00	
	36	Uxbridge	200 00		7 64		239 03	446 67	446 67	
	37	Oshawa	242 00		308 00		184 39	734 39	661 75	
York & Peel	38	Toronto	1000 00	13 20	893 67	1000 00	284 25	3191 12	2820 00	26 40
	39	Newmarket	400 00	36 00	320 00	200 00	34 00	990 00	720 00	72 00
	40	Streetsville	250 00		80 00	200 00	132 86	662 86	447 00	16 06
	41	Richmond Hill	350 00		90 84	200 00	29 96	670 80	601 00	
	42	Brampton	380 00		19 17	200 00	240 05	839 22	749 60	
	43	Weston	300 00	9 50	309 50	200 00	110 00	929 00	709 50	19 50
	44	Markham	360 00	30 75	420 00	200 00		1010 75	723 00	80 75
Simcoe	45	Barrie	680 00	73 78	512 50	700 00		1966 28	1117 00	147 56
	46	Bradford	Not open			200 00		200 00		
	47	Collingwood	200 00		234 00			434 00	434 00	
Halton	48	Milton	440 00	20 00	338 00			798 00	758 00	40 00
	49	Oakville	383 00		275 75	300 61		959 36	800 00	
	50	Hamilton	700 00			925 00	200 00	1825 00	1600 00	
Wentworth	51	Ancaster	250 00				262 17	512 17	125 00	
	52	Dundas	300 00		368 00		951 07	1619 07	1200 00	
	53	Waterdown	215 00		157 15		275 00	647 15	372 15	

OF UPPER CANADA, 1859.

DITURE.				PUPILS.								
For Building, Rent, and Repairs.	For Contingencies and Books, &c.	Total Expenditure for Grammar School purposes, 1859.	Balance over.	Number of pupils attending during 1859.	No. of pupils whose parents resided in the town where the grammar school is situated.	No. of pupils whose parents resided out of the town, but within the county.	Number of pupils whose parents resided in other counties.	No. of pupils reported as in Grammar School subjects.	Number of new pupils admitted during 1859.	Number of these new pupils who had passed the entrance examination.	How many, formerly Common School boys, admitted free by scholarships.	Fees per term of three months per pupil.
$ cts.	$ cts.	$ cts.	$ cts.									
24 12	20 57	1582 31	54 64	62	48	9	5	62	18	18	.....	$6, $4, $3.
.....	15 00	447 00	.....	40	16	16	8	40	20	20	8	$3, $2.
7 26	15 18	611 44	122 06	48	20	22	6	48	10	10	.....	$4, $3.
.....	9 50	529 50	16 00	30	15	10	5	30	7	7	.....	$3 to $1 50.
.....	.....	363 00	.....	33	20	13	.....	30	6	6	.....	$2.25 to 75c.
257 37	150 24	2047 30	.....	70	55	8	7	59	.....	.....	.....	$5, $4, $3.
10 00	15 00	503 00	.....	22	18	4	.....	22	.....	.....	.....	$3 to 75c.
30 00	50 00	380 00	20 00	16	13	2	1	16	.....	.....	.....	$1.80.
.....	.....	1384 00	106 00	60	57	2	1	60	15	15	.....	$8, $5, $3.
.....	.....	459 00	.....	42	38	3	2	12	18	.....	.....	$3.75 to 75c.
34 00	.....	634 00	.....	68	24	42	2	65	10	10	.....	$1.50 to 75c.
.....	.....	295 88	.....	26	26	.....	.....	26	11	11	.....	Not reported.
.....	.....	800 00	.....	89	68	20	1	89	50	50	.....	Free to townsmen—$4.
.....	130 00	642 50	.....	30	19	5	6	30	.....	.....	.....	50c.
6 00	54 00	278 66	338 17	72	61	10	1	40	8	8	.....	75c. to 37c.
55 82	63 85	263 00	.....	40	25	13	2	40	40	40	.....	75c.
.....	.....	200 00	.....	61	58	3	.....	61	10	4	.....	$3 to 75c.
23 00	53 21	1263 86	.....	41	39	2	.....	32	10	6	.....	$6, $4.
.....	50 00	724 45	.....	71	35	20	16	60	35	29	.....	$4.
.....	28 00	387 00	.....	34	27	7	.....	34	.....	.....	.....	$4, $1.50.
252 30	290 00	1443 16	5 00	111	82	20	9	111	39	39	1	$3 to 75c.
400 00	50 00	1250 00	.....	77	52	23	2	77	42	42	.....	$5 to 70c.
.....	25 00	500 00	.....	13	11	2	.....	13	13	13	.....	75c.
.....	72 49	959 29	652 00	168	154	11	3	168	44	44	.....	Free to townsmen-$4,$3.
.....	40 93	280 93	.....	27	24	1	2	27	27	27	.....	Free.
33 00	43 88	1287 62	.....	55	40	10	5	45	43	.....	.....	$6.25.
66 00	57 39	1575 44	.....	119	103	16	.....	119	27	27	.....	$6 to $2.
.....	.....	520 00	40 00	72	66	4	2	72	30	30	.....	75c.
.....	.....	711 96	.....	50	27	17	6	50	20	20	.....	$4 to $3.
1746 00	70 00	2089 70	139 28	40	10	30	.....	36	40	40	.....	$5 to $2.50.
.....	.....	530 00	101 10	76	49	22	5	76	40	40	.....	3 to 75c.
.....	10 00	220 00	360 00	30	27	2	1	13	7	7	.....	Free to section—$1.
.....	.....	155 00	107 00	28	25	3	.....	28	6	6	.....	$2.
.....	.....	700 00	.....	57	24	25	8	57	.....	.....	.....	$4.
.....	30 00	846 00	48 00	73	37	33	3	73	27	27	.....	$4, $3, $2.
.....	.....	446 67	.....	24	20	4	.....	24	4	4	.....	Free.
2 00	70 64	734 39	.....	35	29	6	.....	35	20	20	.....	$4.
17 00	5 34	2868 74	322 38	104	91	.....	13	104	69	69	10	$5, $4.
192 66	.....	984 66	5 34	61	37	24	.....	57	36	33	.....	$4, $2.
82 25	70 53	615 84	47 02	34	28	6	.....	33	18	18	1	$3.
49 55	20 25	670 80	.....	60	38	22	.....	60	10	10	.....	$2 to $1.
36 62	53 00	839 22	.....	68	52	13	3	30	28	28	12	$2.50 & Free.
13 50	186 50	929 00	.....	74	58	11	5	48	47	33	.....	$4, $3.25, $2.50.
145 00	25 00	973 75	37 00	53	24	28	1	51	17	13	1	$5, $4, $3.
596 50	.....	1861 06	105 22	85	36	24	25	72	24	21	.....	$5, $3.
200 00	.....	200 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	$5.
.....	.....	434 00	.....	32	19	6	7	26	27	25	.....	$6, $4.
.....	.....	798 00	.....	70	42	22	6	70	43	43	.....	$3.
35 00	.....	835 00	124 36	58	48	7	3	58	20	56	1	$4.50, $1.50.
.....	200 00	1800 00	25 00	167	162	5	.....	167	60	60	.....	Free.
.....	30 00	155 00	357 17	26	20	6	.....	26	.....	.....	.....	$4 to $1.
125 00	269 07	1594 07	25 00	47	31	12	4	47	15	15	2	$5.
91 03	43 00	476 18	170 97	30	30	.....	.....	30	16	16	.....	$4, $1.

TABLE G.—The Grammar Schools

MONEYS.

COUNTIES.		GRAMMAR SCHOOLS.	Receipts. Leg. Grant. For Masters' Salaries.	Leg. Grant. For Maps, Apparatus, Prizes, and Libraries.	Local Sources. From Fees.	Local Sources. From Municipal Grants.	Local Sources. Balances, and other sources.	Total Receipts for Grammar School purposes, 1859.	Expen- For Masters' Salaries.	For Maps, Apparatus, Prizes, and Libraries.
			$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Brant	54	Brantford	450 00	70 00	316 00	.....	45 00	881 00	741 00	140 00
	55	Paris	385 00	.....	116 70	223 04	7 00	731 74	600 00	.....
	56	Scotland	184 00	12 55	21 00	.....	247 22	464 77	426 67	25 60
Lincoln	57	Niagara	400 00	21 90	472 00	200 00	.....	1093 90	872 00	43 80
	58	St. Catharines	200 00	58 54	1878 00	300 00	57 93	2494 47	2125 00	127 00
	59	Grimsby	200 00	.....	449 75	200 00	701 40	1551 15	660 00	.....
	60	Beamsville	200 00	.....	207 00	200 00	.....	607 00	600 00	.....
Welland	61	Welland	300 00	.....	45 00	.....	.....	345 00	145 00	.....
	62	Drummondville	167 00	.....	315 00	20 00	.....	502 00	417 00	.....
	63	Thorold	53 00	.....	170 00	.....	.....	223 00	155 00	.....
Haldimand	64	Caledonia	500 00	.....	37 87	150 00	4 97	692 84	600 00	8 00
Norfolk	65	Simcoe	650 00	33 00	464 00	19 12	8 38	1174 50	726 50	66 00
	66	Port Dover	282 00	22 58	.....	.....	390 58	695 16	650 00	45 16
Oxford	67	Woodstock	800 00	.....	216 55	.....	.....	1016 55	996 55	.....
	68	Ingersoll	367 00	.....	458 75	3400 00	122 27	4348 02	2864 54	.....
Waterloo	69	Berlin	420 00	30 00	222 00	200 00	10 00	882 00	752 82	65 99
	70	Galt	642 00	12 61	760 67	1000 00	.....	2415 28	1294 50	33 34
Wellington	71	Guelph	550 00	29 00	147 50	672 08	34 00	1432 58	1340 00	63 88
	72	Elora	490 00	84 75	144 00	100 00	.....	818 75	629 00	184 75
Grey	73	Owen Sound	600 00	.....	34 75	.....	112 44	747 19	574 36	.....
Perth	74	Stratford	600 00	.....	167 50	.....	228 82	996 32	687 50	.....
Huron & Bruce	75	Goderich	720 00	.....	141 98	400 00	148 44	1410 42	900 00	11 50
Middlesex	76	London	1200 00	.....	590 17	.....	259 94	2050 11	1914 34	.....
Elgin	77	St. Thomas	560 00	.....	156 00	100 00	.....	816 00	679 87	.....
	78	Vienna	400 00	.....	.....	633 56	274 30	1307 86	1209 98	.....
Kent	79	Chatham	750 00	5 00	379 00	50 00	99 61	1283 61	1079 00	10 00
Lambton	80	Sarnia	620 00	.....	271 75	290 00	84 57	1266 32	1000 00	.....
Essex	81	Windsor	400 00	22 44	125 81	40 00	55 09	643 34	476 33	65 82
Grand Total	81		32117 00	685 78	19541 15	18128 05	9828 99	80300 97	61564 33	1706 30
Do. 1858	75		30382 00	521 09	17376 59	11554 14	9668 15	69501 97	52940 14	1527 91
Increase	6		1735 00	164 69	2164 56	6573 91	160 84	10799 00	8624 19	178 39
Decrease			.....	.....	.....	.....	.....	.....	.....	.....

TABLE H.—Meteorological Stations at the

Under the authority of the Consolidated Grammar School Act, an extra grant of $400 per annum is made Station, and it is made the duty of the Master to make the necessary returns every month to the Educational have contributed the necessary sum of half price to purchase a set of instruments, and but few of these (as wil

	Name of Meteorological Station.	No. of months since the Station has been established, to December, 1859 inclusive	No. of monthly abstracts since received at the Education Office, to December, 1859, inclusive.	Character of Abstras Received. Well prepared.	Indifferently prepared.	Improperly prepared.
1	Niagara	24	2	...	2	...
2	Hamilton	24	13	10	3	...
3	Belleville	24	20	18	2	...
4	Barrie	24	16	16	...	...
5	Chatham	24	15	...	11	4
6	Port Sarnia	24	18	18	...	...
7	Milton	23	3	...	...	3
8	Cornwall	23	10	10	...	...

OF UPPER CANADA, 1859.—(*Continued.*)

DITURE.				PUPILS.								
For Building, Rent, and Repairs.	For Contingencies and Books, &c.	Total Expenditure for Grammar School purposes, 1859.	Balance over.	Number of pupils attending during 1859.	No. of pupils whose parents resided in the town where the grammar school is situated.	No. of pupils whose parents resided out of the town, but within the county.	Number of pupils whose parents resided in other counties.	No. of pupils reported as in Grammar School subjects.	Number of new pupils admitted during 1859.	Number of these new pupils who had passed the entrance examination.	How many, formerly Common School Boys, admitted free by scholarships.	Fees per term of three months per pupil.
$ cts.	$ cts.	$ cts.	$ cts.									
.....	.....	881 00	.....	57	47	10	.....	57	24	24	.....	$3.
.....	131 74	731 74	.....	27	16	11	.....	27	11	11	11	$3.
12 50	.....	464 77	.....	48	34	9	5	48	6	6	.....	$3, $2.
.....	100 00	1015 80	78 10	28	10	8	10	28	11	11	.....	$6, $4.
29 50	9 92	2291 42	203 05	111	76	24	11	111	43	43	7	$9, $6.
779 07	33 05	1472 12	79 03	44	12	31	1	43	20	19	.....	$5, $4, $3.
.....	7 00	607 00	.....	33	27	6	.....	33	9	8	.....	$5, $4, $3.
.....	.....	145 00	200 00	26	14	12	.....	26	26	22	.....	$5, $3, $2.
20 00	.....	437 00	65 00	35	24	10	1	35	35	35	.....	$6, $5, $4.
8 00	7 00	170 00	53 00	28	18	10	.....	24	.....	.....	.....	$5.
2 71	39 03	649 74	43 10	37	29	8	.....	37	9	9	1	75c.
2 50	.....	795 00	379 50	57	31	25	1	57	24	18	13	Free to townsmen,—$4.
.....	.....	695 16	.....	45	43	1	1	31	7	7	.....	Free.
.....	.....	996 55	20 00	37	22	10	5	35	14	14	3	$4.
1334 18	114 78	4313 50	34 52	52	42	10	.....	52	17	17	5	$3 to 75c.
21 25	41 94	882 00	.....	41	18	20	3	32	28	28	.....	$3.
744 03	187 34	2259 21	156 07	72	29	11	32	72	31	30	4	$6, $4.
8 70	20 00	1432 58	.....	98	89	8	1	98	.....	.....	2	75c.
.....	.....	813 75	5 00	47	19	20	8	30	11	8	.....	$3, $2, $1.50.
.....	.....	574 36	172 83	70	56	12	2	70	16	16	.....	Free.
171 00	94 27	952 77	43 55	32	29	3	.....	32	5	5	.....	$3 to $1.50.
206 57	120 11	1238 18	172 24	38	32	6	.....	38	10	10	.....	$3.50 to $1.50.
.....	74 00	1988 34	61 77	70	44	26	.....	70	26	26	4	$5.
31 00	100 13	811 00	5 00	65	30	34	1	65	22	22	.....	$2.
.....	97 88	1307 86	.....	59	57	2	.....	59	17	14	.....	Not reported.
12 00	56 90	1157 90	125 71	51	46	5	.....	45	.....	.....	.....	$4, $3.
.....	42 33	1042 33	223 99	56	44	8	4	56	23	22	.....	$1.50 to $1.
46 85	54 32	643 32	0 02	37	33	3	1	37	.....	.....	.....	$4, $3.
7930 84	3649 31	74850 78	5450 19	4381	3149	969	263	4107	1569	1485	86	
2868 47	4325 91	61662 43	7839 54	4459	.....	.....	.....	3881	.....	.....	.....	
5062 37	.....	13188 35	.....	.....	.....	.....	.....	226	.....	.....	.....	
.....	676 60	.....	2389 35	78	.....	.....	.....	.....	.....	.....	.....	

SENIOR COUNTY GRAMMAR SCHOOLS.

to each Senior County Grammar School, and provision is made for the establishment thereat of a Meteorological Department. Out of the 31 Counties in which Senior County Grammar Schools have been established, but 14 be seen from the following,) make the returns required by law.

	Name of Meteorological Station.	No. of months since the Station has been established, to December, 1859 inclusive	No. of monthly abstracts since received at the Education Office, to December, 1859, inclusive.	CHARACTER OF ABSTRACTS RECEIVED		
				Well prepared.	Indifferently prepared.	Improperly prepared.
9	Guelph..	16	1	1	...	...
10	Whitby.....	16	12	11	1	...
11	Perth.....	15	5	...	...	...
12	Picton.....	15	None.	...	...	...
13	Brantford	6	None.	...	...	...
14	L'Orignal	Instruments purchased, but not yet sent for.		...	...	...
	Total.....	193	80	58	15	7

TABLE I.—The Grammar Schools

NUMBER OF PUPILS IN THE

	THE GRAMMAR SCHOOLS.	IN ENGLISH.													
		Total in English.	In English Grammar.	In Spelling & Dictation.	In Elementary Reading.	In advanced Reading.	In Derivation.	In Art of Reading and 5th Book.	In Sullivan's Literary Class Book.	In Elements of Political Economy, 5th Reader.	In Outlines of English Literature.	In Elementary Composition.	In Advanced Composition.	Total in Latin.	In Arnold's 1st Latin Book.
1	Cornwall	62	62	30	30	21	18	17	.....	12	2	.....	11	35	19
2	Williamstown	40	40	40	10	30	.....	30	.....	.....	.....	10	30	30	15
3	Matilda	47	47	47	20	.....	.....	.....	.....	.....	.....	8	.....	24	16
4	L'Orignal	30	26	30	10	20	.....	20	.....	.....	.....	20	.....	15	3
5	Vankleekhill	25	19	25	3	22	.....	22	.....	.....	.....	.....	.....	12	5
6	Ottawa	70	70	70	11	59	.....	.....	.....	.....	.....	11	59	40	10
7	Richmond	22	16	22	10	12	22	6	.....	.....	.....	.....	.....	4	3
8	Ashton	16	16	8	5	3	6	10	6	10	6	5	4	12	8
9	Brockville	60	60	60	12	48	.....	.....	.....	.....	.....	.....	.....	40	30
10	Prescott	37	20	37	17	26	.....	.....	.....	.....	.....	.....	.....	8	.....
11	Kemptville	57	52	57	5	52	50	.....	.....	.....	.....	20	.....	11	4
12	Gananoque	26	26	26	.....	26	26	26	.....	.....	.....	20	.....	12	.....
13	Perth	84	84	84	24	60	.....	60	.....	60	.....	39	45	57	21
14	Smith's Falls	30	30	26	28	26	.....	28	.....	.....	.....	11	8	5	5
15	Lanark	52	40	49	12	40	52	40	.....	.....	.....	13	.....	6	1
16	Renfrew	37	37	25	.....	37	.....	25	.....	25	.....	25	.....	8	5
17	Carleton Place	61	30	45	.....	52	22	30	.....	30	.....	.....	20	8	1
18	Kingston	41	41	40	8	33	.....	.....	.....	.....	.....	.....	.....	33	24
19	Newburgh	66	66	66	.....	66	66	66	.....	.....	.....	49	.....	13	6
20	Bath	34	34	34	.....	15	21	15	.....	.....	.....	.....	21	10	10
21	Napanee	111	111	100	.....	.....	40	101	.....	101	.....	60	.....	19	8
22	Picton	75	75	75	.....	75	57	75	.....	.....	.....	75	.....	17	14
23	Consecon	13	13	11	.....	13	.....	13	.....	13	13	.....	.....	.....	.....
24	Belleville	168	168	168	86	82	.....	168	.....	.....	.....	34	25	54	30
25	Trenton	27	27	27	15	12	.....	12	.....	.....	.....	27	.....	13	13
26	Cobourg	55	55	55	10	45	18	18	.....	.....	.....	.....	.....	41	38
27	Port Hope	119	119	119	.....	119	70	70	.....	49	.....	119	.....	49	21
28	Bowmanville	72	72	72	10	62	62	62	.....	.....	62	62	.....	37	18
29	Colborne	50	50	50	.....	50	50	50	.....	.....	.....	30	20	16	16
30	Newcastle	36	36	36	14	22	.....	22	.....	.....	22	.....	12	11	10
31	Peterborough	76	70	70	.....	70	70	70	.....	.....	.....	.....	42	27	24
32	Norwood	13	13	13	.....	13	13	13	.....	.....	4	4	.....	9	7
33	Lindsay	28	24	20	6	22	17	15	.....	17	.....	12	.....	13	7
34	Oakwood	57	57	20	21	50	.....	.....	.....	.....	.....	.....	.....	13	.....
35	Whitby	73	69	73	.....	52	.....	.....	30	28	19	21	43	44	12
36	Uxbridge	24	24	24	13	11	.....	11	.....	11	.....	13	.....	6	6
37	Oshawa	35	35	32	10	23	15	30	.....	22	.....	22	.....	33	29
38	Toronto	104	104	75	50	20	.....	20	20	.....	.....	81	19	81	42
39	Newmarket	57	57	53	.....	53	.....	45	.....	.....	.....	29	28	35	12
40	Streetsville	34	33	30	1	33	30	11	.....	18	18	18	7	14	8
41	Richmond Hill	60	60	60	32	28	.....	20	.....	.....	.....	14	12	17	10
42	Brampton	64	64	24	.....	60	20	.....	.....	.....	20	36	4	21	14
43	Weston	74	58	74	15	50	.....	58	.....	.....	.....	40	34	33	.....
44	Markham	52	52	42	20	32	15	.....	.....	.....	.....	12	5	37	27
45	Barrie	85	85	42	42	18	.....	42	18	25	25	42	43	60	21
46	Bradford, not open	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Collingwood	19	19	19	6	13	.....	.....	.....	.....	.....	5	.....	7	7
48	Milton	70	70	70	3	67	70	.....	.....	.....	.....	10	60	31	19
49	Oakville	58	48	58	29	29	.....	.....	.....	.....	.....	35	.....	31	.....
50	Hamilton	167	167	167	100	67	167	87	.....	.....	.....	100	67	167	41
51	Ancaster	26	26	26	26	26	26	26	.....	.....	.....	.....	.....	8	4
52	Dundas	47	44	47	16	31	31	31	.....	31	31	16	20	31	18
53	Waterdown	18	18	14	.....	14	14	14	.....	.....	.....	14	16	10	10
54	Brantford	57	57	57	.....	57	57	.....	.....	.....	.....	.....	57	53	19
55	Paris	26	26	26	.....	26	.....	.....	.....	.....	.....	26	.....	21	14

VARIOUS BRANCHES OF INSTRUCTION.

IN LATIN.										IN GREEK.							
In Arnold's 2nd Latin Book.	In Latin Grammar.	In Written Latin Exercises and Prose Composition.	In Prosody and Verse Composition.	Reading Cornelius Nepos or other Elementary Reader.	Reading Cæsar's Commentaries.	Reading Virgil or Ovid.	Reading Cicero.	Reading Sallust or Horace.	Average attendance in Latin.	Total in Greek.	In Arnold's 1st Greek Book.	In Greek Grammar.	In Written Greek Exercises.	In Greek Prosody & Verse Composition.	Reading the Anabasis or any Elementary Greek.	Reading the Iliad.	Reading the Odyssey.
12	19	16	.....	10	5	5	1	6	25	11	9	9	.....	.....	1	1	.....
.....	15	15	15	.....	5	15	.....	10	20	10	4	10	10	.....	6	3	.....
.....	18	1	.....	8	1	.....	.....	1	16	4	4	4	.....	.....	.....	.....	.....
.....	15	4	4	3	3	2	.....	4	10	4	.....	4	.....	.....	4	.....	.....
.....	4	5	.....	3	2	1	.....	.....	10	1	.....	1	.....	.....	.....	.....	.....
30	10	40	30	.....	20	10	.....	.....	40	5	5	5	5	.....	.....	.....	.....
4	4	.....	.....	1	4	.....	.....	.....	4	2	2	2	.....	.....	2	.....	.....
.....	10	.....	.....	1	1	1	.....	1	12	1	2	1	.....	.....	.....	.....	.....
10	40	40	10	.....	12	6	3	6	38	8	8	8	8	8	3	3	.....
.....	8	.....	.....	4	4	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
.....	11	4	.....	2	5	2	1	2	8	3	2	3	.....	.....	2	.....	.....
6	12	6	.....	5	1	.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....
20	57	16	.....	.....	6	.....	.....	10	37	2	.....	2	2	.....	2	.....	.....
.....	5	.....	.....	.....	.....	1	.....	.....	4	1	1	1	.....	.....	.....	.....	1
5	5	5	.....	.....	3	1	.....	1	8	1	1	.....	.....	.....	.....	.....	.....
.....	8	.....	.....	.....	3	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
.....	8	.....	.....	4	1	1	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
.....	33	24	12	.....	12	15	1	6	22	6	1	6	.....	.....	.....	.....	.....
5	13	3	.....	4	1	2	3	3	6	2	2	2	2	.....	2	1	1
.....	10	.....	.....	.....	2	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....
8	19	11	11	.....	1	3	1	8	13	9	6	3	.....	.....	3	.....	.....
9	.....	17	4	1	1	4	.....	2	8	3	3	.....	3	.....	.....	1	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	26	12	.....	.....	9	.....	.....	3	32	2	2	2	1	.....	.....	.....	.....
.....	13	13	.....	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....
3	41	41	2	.....	21	3	.....	.....	35	7	5	7	.....	.....	2	.....	.....
8	43	23	5	11	13	12	.....	12	37	5	4	4	4	.....	1	1	.....
9	27	10	.....	.....	4	2	.....	5	20	4	.....	4	4	.....	4	2	1
.....	.....	.....	4	.....	.....	3	.....	2	12	7	7	.....	.....	.....	.....	.....	.....
1	10	1	.....	.....	3	1	.....	1	11	1	1	1	1	.....	1	.....	.....
.....	27	.....	.....	.....	3	.....	.....	.....	13	.....	.....	.....	.....	.....	.....	.....	.....
.....	9	9	.....	.....	2	.....	.....	.....	7	1	1	1	1	.....	.....	.....	.....
4	6	4	.....	8	4	3	.....	5	13	4	2	4	2	.....	.....	.....	.....
.....	15	.....	.....	.....	.....	.....	.....	.....	10	4	.....	4	.....	.....	.....	1	.....
10	30	33	13	10	11	18	.....	24	30	11	5	9	11	.....	6	2	2
.....	6	6	.....	3	1	1	.....	1	4	2	2	2	2	.....	1	.....	.....
.....	29	11	.....	5	1	3	.....	1	12	9	9	9	9	.....	4	.....	.....
17	39	51	9	.....	.....	12	.....	9	53	28	13	28	21	.....	9	9	9
12	34	34	2	.....	4	4	.....	6	18	7	3	7	7	.....	4	2	2
5	14	14	.....	.....	.....	1	1	.....	10	1	1	1	1	.....	1	.....	.....
.....	17	3	1	.....	.....	3	.....	4	14	5	.....	5	1	.....	3	1	1
2	3	17	.....	1	11	2	.....	1	12	1	1	.....	.....	.....	.....	.....	.....
.....	32	12	.....	.....	32	14	.....	6	25	11	11	11	11	.....	4	6	.....
15	36	36	5	.....	10	5	.....	1	25	9	8	9	9	.....	2	1	.....
.....	24	16	.....	.....	9	8	1	16	56	45	30	30	.....	.....	16	2	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	7	6	.....	1	.....	.....	.....	1	7	3	.....	3	.....	.....	.....	.....	.....
13	31	31	11	.....	10	6	.....	11	27	6	.....	6	2	.....	1	.....	.....
.....	10	1	.....	7	8	1	.....	2	24	5	.....	3	1	.....	3	.....	.....
10	167	.....	2	.....	25	9	.....	15	95	18	9	18	.....	.....	2	2	2
2	8	6	.....	.....	2	.....	.....	.....	8	2	.....	2	.....	.....	.....	.....	.....
12	20	20	.....	2	.....	1	1	13	23	8	6	8	6	.....	8	1	1
10	10	10	.....	.....	10	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....
9	28	11	3	.....	13	.....	.....	3	31	5	.....	3	3	1	2	1	.....
7	21	21	.....	5	7	7	.....	2	23	5	5	5	5	.....	1	1	1

TABLE I.—The Grammar Schools

NUMBER OF PUPILS IN THE

	THE GRAMMAR SCHOOLS.	IN FRENCH.						IN MATHEMATICS.									
		Total in French.	In Elements of French Grammar.	In advanced French Grammar.	In Written French Exercises & Composit'ns.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In First Four Rules of Arithmetic, Reduction and Fractions.	In the Higher Rules of Arithmetic.	In the First Four Rules of Algebra.	In Equations and the Higher Rules of Algebra.	In Euclid, B. I. & II.	In Euclid, B. III. & IV. & Def'n. of V. & VI.	In Elements of Plane Trigonometry.	In Mensuration and Surveying.
1	Cornwall	10	3	7	.....	10	3	62	10	18	29	33	6	4	9	9	.....	6
2	Williamstown	.....	.....	.....	.....	.....	.....	40	40	20	10	30	20	20	10	10	10	10
3	Matilda	10	8	2	2	2	1	48	25	11	20	28	10	15	6	5	.....	3
4	L'Orignal	15	7	8	8	8	8	30	17	12	5	25	2	15	2	10	2	2
5	Vankleek Hill	5	2	3	5	.....	.....	29	5	7	19	10	3	2	5	2	.....	.....
6	Ottawa	40	40	.....	40	40	.....	70	40	40	20	50	30	10	25	15	.....	.....
7	Richmond	.....	.....	.....	.....	.....	.....	22	2	3	10	12	1	1	1	2	.....	2
8	Ashton	.....	.....	.....	.....	.....	.....	16	4	3	8	8	1	3	2	1	.....	.....
9	Brockville	.....	.....	.....	.....	.....	.....	60	30	38	20	40	20	10	30	8	10	10
10	Prescott	.....	.....	.....	.....	.....	.....	20	6	4	5	15	4	2	4	.....	.....	.....
11	Kemptville	.....	.....	.....	.....	.....	.....	68	11	9	12	56	3	8	2	7	3	3
12	Gananoque	14	.....	.....	14	.....	.....	26	2	4	12	14	.....	2	.....	4	.....	.....
13	Perth	56	35	21	56	10	10	84	70	44	19	65	24	46	20	24	3	6
14	Smith's Falls	5	5	.....	.....	.....	.....	30	6	8	15	15	2	4	5	3	1	4
15	Lanark	14	14	.....	8	.....	.....	61	5	7	50	11	3	2	3	4	.....	2
16	Renfrew	.....	.....	.....	.....	.....	.....	39	1	3	15	24	1	.....	2	1	1	1
17	Carleton Place	6	2	1	1	.....	.....	61	4	6	50	11	3	1	4	2	1	2
18	Kingston	5	5	.....	5	5	.....	41	16	16	32	9	6	10	15	1	11	8
19	Newburgh	3	3	.....	3	.....	.....	71	35	31	5	66	6	29	26	5	4	35
20	Bath	.....	.....	.....	.....	.....	.....	34	10	8	18	16	.....	10	6	2	.....	.....
21	Napanee	.....	.....	.....	.....	.....	.....	111	25	21	21	90	.....	25	16	5	.....	60
22	Picton	5	5	.....	5	.....	.....	76	12	22	12	64	.....	12	15	7	.....	8
23	Consecon	.....	.....	.....	.....	.....	.....	13	3	2	3	10	3	.....	2	.....	.....	.....
24	Belleville	20	9	11	9	.....	.....	168	52	23	90	78	22	30	10	13	2	12
25	Trenton	.....	.....	.....	.....	.....	.....	27	4	13	2	25	1	3	15	.....	.....	.....
26	Cobourg	.....	.....	.....	.....	.....	.....	55	21	21	26	29	.....	21	19	2	.....	.....
27	Port Hope	41	30	11	41	.....	11	119	65	21	58	61	25	40	17	4	.....	.....
28	Bowmanville	52	22	30	30	.....	15	72	62	30	10	62	40	22	20	10	2	8
29	Colborne	18	10	8	6	18	6	50	25	16	.....	50	12	13	4	12	.....	.....
30	Newcastle	8	8	.....	8	.....	.....	36	5	8	20	16	3	2	6	2	.....	.....
31	Peterborough	28	20	8	28	28	.....	76	35	14	.....	76	35	.....	14	.....	.....	.....
32	Norwood	10	8	2	10	.....	6	13	9	8	.....	13	.....	9	3	5	1	2
33	Lindsay	10	10	.....	7	.....	.....	28	8	5	16	12	3	5	1	4	2	.....
34	Oakwood	20	20	.....	20	20	.....	57	15	15	27	30	10	5	8	7	.....	.....
35	Whitby	10	3	7	7	7	.....	70	5	43	28	42	11	39	20	23	2	17
36	Uxbridge	4	4	.....	4	.....	1	24	1	9	13	11	6	7	7	2	.....	9
37	Oshawa	9	9	.....	9	.....	9	32	2	26	14	18	23	5	24	2	.....	.....
38	Toronto	26	24	11	26	11	7	101	35	31	80	21	20	15	17	14	2	6
39	Newmarket	34	27	7	34	25	9	57	28	28	27	30	17	11	17	11	2	11
40	Streetsville	7	7	.....	7	.....	.....	32	9	9	12	20	7	2	3	6	1	4
41	Richmond Hill	7	7	7	2	.....	1	43	12	13	33	10	2	10	9	4	.....	2
42	Brampton	2	1	.....	1	.....	.....	62	10	17	4	58	2	8	13	4	.....	4
43	Weston	18	10	8	14	18	18	74	22	23	19	55	.....	22	.....	23	7	35
44	Markham	15	11	4	4	.....	2	52	24	22	14	38	13	11	11	11	.....	3
45	Barrie	60	44	16	16	16	30	85	60	80	24	61	20	40	62	18	14	.....
46	Bradford, not open	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Collingwood	.....	.....	.....	.....	.....	.....	17	7	5	8	9	7	.....	5	.....	.....	.....
48	Milton	34	23	11	34	11	.....	70	48	18	3	67	16	32	10	8	.....	66
49	Oakville	32	6	26	15	6	6	58	50	27	6	52	22	28	17	10	6	.....
50	Hamilton	146	69	66	42	24	24	167	80	32	4	163	30	50	20	12	6	15
51	Ancaster	5	5	.....	3	.....	.....	26	4	3	.....	26	2	2	3	.....	.....	5
52	Dundas	4	4	.....	4	.....	.....	47	30	30	20	27	17	13	14	16	2	6
53	Waterdown	12	12	12	.....	.....	6	11	19	11	.....	11	14	5	.....	11	.....	8
54	Brantford	57	19	38	57	57	11	57	57	57	.....	57	.....	57	38	19	.....	57
55	Paris	18	11	7	18	7	7	26	8	9	.....	26	.....	8	7	2	.....	5

OF UPPER CANADA.—(*Continued.*)

VARIOUS BRANCHES OF INSTRUCTION.

IN GEOGRAPHY.				IN HISTORY.					IN PHYSICAL SCIENCE.				IN OTHER STUDIES.					
Total in Geography.	In Ancient Geography.	In Modern Geography.	In Canadian Geography.	Total in History.	In Greek and Roman History and Antiquities.	In other Ancient History.	In History of Great Britain and Ireland.	In History of Canada.	Total in Physical Science.	In Elements of Nat'l. History, 3rd and 4th National Readers.	In Elements of Nat'l. Philosophy, Physiology, and Geology.	In Elements of Chemistry.	Total in Writing.	Who Write Well.	Who Write Indifferently.	In Book-keeping.	In Drawing.	In Vocal Music.
62	2	62	37	62	8	13	22	.....	13	.....	7	.....	59	32	27	9	.....	.....
40	30	40	20	40	20	.....	20	20	40	20	20	.....	40	28	12	12	.....	.....
48	8	48	.....	20	8	.....	12	.....	8	5	.....	3	42	24	18	5	.....	.....
18	.....	18	.....	12	.....	.....	12	.....	24	6	18	.....	30	22	8	5	.....	.....
27	.....	27	.....	6	.....	.....	.....	6	15	3	7	.....	33	20	13	.....	.....	.....
70	40	70	70	70	40	40	70	70	.....	.....	.....	.....	70	45	25	.....	.....	.....
10	.....	10	.....	11	11	.....	10	.....	.....	.....	6	.....	22	15	7	.....	.....	.....
10	4	6	.....	10	.....	2	4	2	2	10	6	.....	16	10	6	3	.....	.....
60	40	60	60	60	38	.....	60	.....	.....	.....	8	.....	60	30	30	.....	21	.....
25	.....	25	.....	26	.....	.....	20	4	.....	.....	.....	.....	35	10	25	.....	.....	.....
59	5	54	6	68	4	.....	68	.....	.....	.....	.....	.....	68	30	38	3	.....	.....
26	12	26	.....	14	.....	.....	.....	.....	26	26	26	.....	26	12	14	5	.....	.....
84	11	73	73	84	29	.....	70	17	69	24	45	.....	84	60	24	15	60	84
30	20	30	27	30	8	.....	30	17	.....	.....	15	.....	30	10	20	3	6	.....
40	7	33	22	10	4	.....	6	.....	25	.....	25	.....	61	15	46	4	.....	.....
37	.....	37	37	25	.....	.....	25	.....	25	11	25	.....	38	20	18	12	.....	.....
42	.....	42	.....	6	6	.....	6	.....	30	.....	30	30	60	20	40	2	15	61
41	16	41	16	41	16	.....	41	16	.....	20	21	.....	41	21	20	13	.....	.....
71	.....	71	71	71	.....	.....	.....	.....	66	.....	66	3	71	15	56	36	.....	.....
34	.....	34	.....	34	10	.....	34	17	16	.....	15	.....	34	11	23	7	.....	.....
99	58	90	90	58	58	.....	60	.....	80	.....	80	50	104	70	34	62	.....	.....
71	.....	71	.....	75	4	35	72	50	.....	.....	.....	.....	77	40	37	19	.....	.....
13	.....	13	13	10	.....	.....	10	.....	.....	.....	.....	.....	13	13	.....	.....	.....	.....
168	42	168	168	160	105	.....	84	.....	129	.....	.....	.....	168	76	92	41	.....	.....
27	.....	27	.....	27	.....	.....	27	27	12	.....	12	.....	23	5	18	.....	.....	15
55	21	34	.....	55	21	.....	55	.....	.....	.....	.....	.....	50	23	27	.....	.....	.....
119	43	119	119	119	12	43	76	.....	119	76	43	.....	119	30	89	25	45	.....
72	10	72	72	72	10	10	72	72	72	72	72	50	72	20	52	10	72	20
20	.....	10	10	10	10	.....	6	10	16	.....	16	.....	50	30	20	.....	.....	.....
36	12	36	.....	36	12	12	36	.....	.....	14	22	.....	36	10	26	.....	.....	.....
69	31	69	69	72	31	.....	69	69	31	.....	31	.....	76	61	15	.....	.....	30
13	2	13	13	13	2	.....	13	13	13	.....	13	7	13	6	7	5	.....	.....
28	4	24	15	28	4	.....	.....	10	13	17	15	.....	28	16	12	2	.....	14
10	.....	10	2	50	.....	.....	50	20	.....	.....	.....	.....	30	.....	36	.....	.....	.....
61	18	61	37	32	25	17	25	37	43	17	32	21	61	50	11	34	61	61
23	3	20	.....	23	5	.....	18	.....	24	12	12	.....	24	15	9	.....	24	.....
35	16	35	10	35	6	.....	32	5	22	10	22	.....	32	5	27	5	10	.....
95	24	95	95	95	.....	.....	95	.....	65	.....	20	18	93	53	40	21	.....	.....
57	6	57	57	50	11	7	50	2	28	.....	28	.....	57	45	12	7	.....	.....
33	7	33	33	21	7	.....	21	.....	30	.....	28	2	30	10	20	6	.....	.....
39	.....	39	.....	42	12	.....	60	.....	20	3	20	.....	43	20	23	5	.....	.....
60	3	57	57	64	4	6	46	8	45	.....	40	3	56	24	32	8	.....	.....
60	.....	60	60	74	58	.....	74	.....	74	.....	74	.....	74	60	14	14	63	.....
52	6	46	12	52	6	19	27	12	.....	.....	.....	.....	48	23	25	19	13	.....
85	20	85	.....	30	16	.....	30	.....	85	.....	.....	25	42	10	32	6	29	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	.....	17	.....	10	.....	.....	10	.....	.....	7	9	.....	17	4	13	2	.....	.....
70	21	70	70	70	.....	21	70	.....	14	.....	3	14	70	49	21	58	.....	.....
34	15	34	34	In	Com.	School	Dep'rt	ment.	34	34	.....	34	In	C. S.	Dep.	25	.....	.....
167	40	167	167	167	.....	.....	167	167	167	50	167	45	167	167	.....	50	167	167
26	.....	26	26	26	.....	2	26	26	26	26	26	.....	26	13	13	4	10	.....
47	12	47	30	47	16	10	47	30	25	16	10	10	47	30	17	26	.....	.....
30	10	30	30	26	10	.....	20	30	30	16	16	.....	30	16	14	6	.....	.....
57	57	57	57	57	57	.....	57	57	57	.....	57	57	57	37	20	57	57	57
26	26	26	26	26	.....	26	26	26	26	.....	.....	.....	26	5	21	5	26	.....

TABLE I.—The Grammar Schools

NUMBER OF PUPILS IN THE

	THE GRAMMAR SCHOOLS.	IN ENGLISH.												IN LATIN.	
		Total in English.	In English Grammar.	In Spelling and Dictation.	In Elementary Reading.	In Advanced Reading.	In Derivations.	In Art of Reading and 5th Book.	In Sullivan's Literary Class Book.	In Elements of Political Economy, 5th Reader.	In Outlines of English Literature.	In Elementary Composition.	In advanced Composition.	Total in Latin.	In Arnold's 1st Latin Book.
56	Scotland	42	40	40	15	25	.....	.....	.....	.....	.....	8	.....	12	8
57	Niagara	23	8	8	8	15	6	20	15	.....	.....	18	5	24	11
58	St. Catharines	111	110	50	29	82	23	23	.....	.....	.....	84	27	96	80
59	Grimsby	43	43	43	19	24	43	24	.....	.....	18	19	24	16	5
60	Beamsville	33	30	33	5	28	.....	28	.....	28	.....	30	3	14	9
61	Welland	26	26	26	4	22	.....	10	.....	.....	.....	.....	.....	11	3
62	Drummondville	35	35	35	5	30	30	35	.....	35	23	12	23	12	10
63	Thorold	20	18	16	6	18	22	.....	.....	15	.....	16	4	13	6
64	Caledonia	37	37	37	.....	.....	.....	.....	.....	.....	37	12	12	16	7
65	Simcoe	57	57	57	4	18	18	18	.....	.....	.....	19	.....	46	7
66	Port Dover	38	26	38	.....	45	.....	.....	.....	.....	.....	.....	38	19	9
67	Woodstock	30	28	21	21	.....	21	.....	.....	.....	.....	15	8	35	.....
68	Ingersoll	39	39	39	39	39	39	39	.....	.....	.....	39	39	28	26
69	Berlin	41	41	.....	.....	.....	41	.....	.....	.....	.....	41	.....	41	30
70	Galt	70	70	70	1	69	69	.....	.....	.....	.....	26	22	72	27
71	Guelph	83	68	73	66	23	.....	23	.....	.....	.....	8	9	29	9
72	Elora	47	44	37	11	37	37	37	.....	.....	.....	.....	10	26	.....
73	Owen Sound	70	70	64	25	45	35	70	.....	35	.....	40	30	20	11
74	Stratford	26	26	22	10	16	17	16	.....	.....	.....	.....	.....	20	.....
75	Goderich	34	34	34	.....	34	34	34	.....	34	.....	13	21	24	9
76	London	70	56	56	26	38	38	15	.....	.....	.....	26	15	67	27
77	St. Thomas	65	65	55	.....	65	65	50	.....	.....	.....	.....	25	52	.....
78	Vienna	54	54	54	.....	54	.....	.....	.....	.....	.....	.....	16	16	6
79	Chatham	47	37	37	15	22	22	22	.....	.....	.....	13	.....	12	8
80	Sarnia	56	18	38	28	24	.....	.....	.....	.....	.....	.....	13	37	17
81	Windsor	37	36	36	30	7	.....	.....	.....	.....	.....	3	.....	11	2
	Total 1859	4181	3938	3689	1097	2773	1685	1943	89	599	300	1630	1056	2219	1032
	" 1858	4133	3245	3113	662	2322	1316	1454	136	260	302	1757	1052	1724	878
	Increase	48	693	576	435	451	369	489	.....	339	.....	.....	4	495	154
	Decrease	.....	.....	.....	.....	.....	.....	.....	47	.....	2	127	.....	.....	.....

OF UPPER CANADA.—(*Continued.*)

VARIOUS BRANCHES OF INSTRUCTION.

IN LATIN.										IN GREEK.							
In Arnold's 2nd Latin Book.	In Latin Grammar.	In Written Latin Exercises and Prose Composition.	In Prosody and Verse Composition.	Reading Cornelius Nepos or other Elementary Reader.	Reading Cæsar's Commentaries.	Reading Virgil or Ovid.	Reading Cicero.	Reading Sallust or Horace.	Average attendance in Latin.	Total in Greek.	In Arnold's 1st Greek Book.	In Greek Grammar.	In Written Greek Exercises.	In Greek Prosody & Verse Composition.	Reading the Anabasis or any Elementary Greek.	Reading the Iliad.	Reading the Odyssey.
8	4	4	.....	.....	3	2	.....	1	5	.....	.....	.....	.....	.....	.....	.....	.....
11	22	15	4	8	6	4	2	5	16	4	4	4	4	.....	4	1	.....
16	48	16	16	13	11	14	4	.....	70	35	33	4	33	3	13	3	.....
.....	16	4	.....	.....	7	3	.....	4	12	4	4	4	4	.....	3	.....	.....
5	14	3	.....	.....	11	3	2	2	9	3	3	3	.....	.....	.....	.....	.....
.....	6	7	.....	.....	4	6	2	4	11	7	1	4	1	2	3	2	1
2	12	12	.....	.....	.....	10	.....	2	11	.....	.....	.....	.....	.....	.....	.....	.....
5	10	10	.....	.....	1	1	.....	1	8	2	.....	2	.....	.....	1	.....	.....
9	12	16	13	.....	9	9	.....	7	12	5	.....	5	.....	2	3	3	.....
12	15	12	.....	.....	12	12	.....	.....	25	9	.....	9	9	.....	9	.....	.....
.....	9	7	5	.....	4	5	1	5	15	4	4	4	4	.....	.....	.....	.....
.....	13	6	.....	8	4	2	.....	8	18	9	.....	3	4	.....	6	.....	.....
18	26	18	3	.....	8	4	.....	.....	14	4	.....	3	.....	.....	.....	1	.....
30	.....	10	.....	30	.....	6	1	10	17	14	14	4	14	.....	7	2	.....
27	72	29	12	.....	12	11	1	11	48	32	21	32	12	12	5	5	5
3	29	29	3	4	5	3	.....	3	20	7	.....	7	3	.....	3	1	1
.....	12	7	2	4	2	5	2	2	12	7	.....	4	3	2	2	2	2
5	5	16	1	11	9	.....	.....	6	16	7	6	6	7	.....	1	.....	.....
.....	8	12	3	8	7	5	4	5	16	6	3	3	.....	.....	6	3	.....
.....	24	10	.....	.....	7	7	.....	8	15	7	2	.....	.....	.....	4	1	.....
27	67	54	23	.....	30	16	.....	6	33	18	8	18	12	.....	7	3	.....
.....	52	13	.....	33	.....	4	.....	9	25	7	.....	7	.....	.....	7	1	.....
.....	16	.....	.....	.....	2	1	.....	3	14	1	1	1	1	.....	.....	.....	.....
.....	9	.....	.....	.....	.....	3	.....	.....	15	4	.....	4	.....	.....	.....	.....	.....
10	37	27	1	7	.....	8	.....	2	27	2	1	2	1	.....	2	1	1
.....	11	1	.....	.....	.....	1	1	1	8	1	1	1	1	.....	1	.....	.....
462	1656	997	229	225	460	333	33	309	19	488	281	378	245	30	187	70	33
.....	1036	988	275	89	335	328	32	264	.....	378	227	253	.....	28	131	57	30
.....	620	9	.....	136	125	5	1	45	.....	110	54	125	.....	2	56	13	3
.....	.....	.....	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE I.—THE COMMON SCHOOLS

NUMBER OF PUPILS IN THE

	THE GRAMMAR SCHOOLS.	IN FRENCH.						IN MATHEMATICS.										
		Total in French.	In Elements of French Grammar.	In advanced French Grammar.	In Written French Exercises & Composit'n.	In French Dictation and Conversation.	Reading Voltaire's Charles XII.	Total in Arithmetic.	Total in Algebra.	Total in Euclid.	In First Four Rules of Arithmetic, Reduction, and Fractions.	In the Higher Rules of Arithmetic.	In the First Four Rules of Algebra.	In Equations and the Higher Rules of Algebra.	In Euclid, B. I. & II.	In Euclid, B. III. & IV. & Def'n, of V. & VI.	In Elements of Plane Trigonometry.	In Mensuration and Surveying.
56	Scotland	.....	.....	.....	.....	.....	.....	40	13	5	15	25	11	2	3	2	.....	.....
57	Niagara	.....	.....	.....	.....	.....	.....	28	7	14	3	25	3	4	10	4	2	.....
58	St. Catharines	15	15	.....	15	.....	.....	111	98	67	18	93	14	84	51	16	1	18
59	Grimsby	15	15	.....	15	.....	5	42	25	10	8	35	16	9	4	6	.....	4
60	Beamsville	9	9	.....	9	.....	6	33	25	9	3	30	15	10	5	4	.....	.....
61	Welland	.....	.....	.....	.....	.....	.....	26	9	6	17	9	5	4	6	.....	.....	.....
62	Drummondville	7	7	7	7	7	7	35	14	14	1	34	.....	14	12	2	.....	16
63	Thorold	4	4	.....	3	.....	.....	24	4	4	10	14	2	2	1	3	2	2
64	Caledonia	11	11	6	11	.....	5	37	20	16	4	33	14	6	8	8	.....	.....
65	Simcoe	24	24	.....	.....	.....	.....	52	28	18	25	28	15	13	18	.....	.....	.....
66	Port Dover	27	.....	.....	26	.....	5	38	14	9	.....	38	10	4	8	1	.....	.....
67	Woodstock	6	6	.....	6	6	6	25	16	20	12	13	8	8	9	11	2	2
68	Ingersoll	3	3	.....	.....	.....	.....	40	20	25	.....	40	6	14	10	15	.....	4
69	Berlin	2	.....	2	2	.....	2	41	20	41	10	31	14	6	32	9	1	2
70	Galt	14	11	3	14	.....	3	72	55	57	48	24	31	24	39	12	.....	30
71	Guelph	23	12	7	19	7	2	81	22	26	35	46	7	15	12	14	.....	12
72	Elora	14	12	2	14	.....	.....	41	19	20	16	25	4	15	20	.....	2	.....
73	Owen Sound	29	13	16	29	20	16	70	17	15	35	35	11	6	10	5	2	.....
74	Stratford	8	6	2	6	.....	.....	30	15	15	7	23	1	14	9	6	.....	1
75	Goderich	.....	.....	.....	.....	.....	.....	33	16	19	.....	33	8	8	9	10	.....	1
76	London	33	19	14	33	.....	14	70	24	34	31	39	8	16	26	8	1	4
77	St. Thomas	10	10	.....	10	.....	.....	56	40	41	12	44	4	36	29	12	.....	.....
78	Vienna	7	.....	7	.....	.....	6	59	12	5	30	29	1	11	5	.....	.....	.....
79	Chatham	.....	.....	.....	.....	.....	.....	47	13	13	11	36	9	4	7	6	.....	.....
80	Sarnia	21	4	17	21	.....	.....	56	7	18	41	15	.....	7	7	11	.....	.....
81	Windsor	1	.....	.....	.....	.....	.....	37	5	1	20	17	.....	.....	1	1	1	.....
	Total, 1859	1178	743	415	843	363	268	4150	1832	1520	1380	2770	748	1084	972	548	109	533
	" 1858	851	581	397	704	.....	162	3990	1608	1248	1408	2582	634	974	819	429	149	427
	Increase	327	162	18	139	.....	106	160	224	272	.....	188	114	110	153	119	.....	106
	Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	.....	.....	.....	.....	.....	40	.....

OF UPPER CANADA.—(*Continued.*)

VARIOUS BRANCHES OF INSTRUCTION.

IN GEOGRAPHY.				IN HISTORY.					IN PHYSICAL SCIENCE.				IN OTHER STUDIES.					
Total in Geography.	In Ancient Geography.	In Modern Geography.	In Canadian Geography.	Total in History.	In Greek and Roman History and Antiquities.	In other Ancient History.	In History of Great Britain and Ireland.	In History of Canada.	Total in Physical Science.	In Elements of Nat'l. History, 3rd and 4th National Readers.	In Elements of Nat'l. Philosophy, Physiology, and Geology.	In Elements of Chemistry.	Total in Writing.	Who Write Well.	Who Write Indifferently.	In Book-keeping.	In Drawing.	In Vocal Music.
42	10	40	15	23	.....	9	.....	15	40	.....	40	.....	42	29	13	.....	.....	.....
28	5	23	28	28	5	5	23	.....	28	7	20	1	27	14	13	1	9	.....
111	49	62	29	111	57	57	41	.....	77	54	23	.....	111	27	84	10	18	.....
42	5	42	25	36	5	.....	36	.....	37	19	18	3	43	12	31	9	.....	.....
33	.....	33	33	33	.....	10	10	33	28	5	28	.....	30	10	20	.....	.....	.....
18	.....	18	.....	14	6	6	10	.....	13	.....	.....	2	26	10	16	22	.....	.....
35	18	35	35	35	18	.....	32	.....	35	.....	35	35	35	20	15	8	10	.....
10	.....	10	.....	16	.....	.....	16	.....	18	6	12	8	14	6	8	2	.....	.....
37	16	.....	.....	18	18	.....	18	.....	.....	.....	.....	14	37	12	25	6	.....	.....
57	9	57	14	57	15	.....	39	.....	.....	.....	.....	.....	57	29	28	5	.....	.....
35	.....	35	35	37	7	.....	31	22	.....	.....	.....	.....	38	26	12	.....	.....	.....
33	12	22	22	25	12	.....	22	22	22	.....	22	.....	15	10	5	16	.....	.....
39	.....	39	14	40	.....	.....	40	.....	39	.....	39	.....	40	5	35	10	.....	.....
41	10	41	2	41	41	41	41	2	41	.....	41	4	41	20	21	2	.....	.....
72	18	72	72	72	25	.....	47	31	46	.....	46	46	71	15	56	.....	.....	.....
82	10	60	12	61	7	8	34	12	35	.....	23	12	72	60	12	14	10	12
40	12	28	.....	37	5	.....	37	.....	37	37	37	.....	47	24	23	.....	.....	.....
70	.....	70	.....	50	.....	36	50	.....	70	.....	70	36	70	9	61	6	.....	30
31	6	25	14	27	6	.....	21	12	17	.....	17	.....	31	22	9	.....	.....	.....
34	8	34	34	33	15	.....	31	33	32	32	32	32	31	25	6	10	.....	.....
65	22	43	65	39	24	3	15	11	41	26	15	11	70	41	29	11	41	.....
65	5	60	.....	65	5	.....	60	.....	65	.....	55	.....	65	21	44	6	.....	.....
50	.....	50	.....	11	.....	.....	11	.....	.....	.....	.....	.....	54	4	50	4	14	.....
36	.....	36	.....	28	28	.....	28	28	.....	.....	.....	.....	50	.....	50	8	.....	.....
54	13	54	.....	51	.....	19	30	.....	.....	.....	.....	.....	33	8	25	10	.....	.....
37	1	36	.....	13	1	.....	13	.....	15	15	.....	.....	37	20	17	.....	.....	20
3905	931	3650	2260	3433	1004	457	2777	1061	2395	696	1781	576	3966	1965	2001	816	781	571
3000	807	.....	.....	.....	740	.....	1375	.....	2149	772	1893	526	4038	1966	2072	854	648	580
905	124	.....	.....	.....	264	.....	1402	.....	246	.....	.....	50	.....	.....	.....	.....	133	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	76	112	.....	72	1	71	38	.....	9

TABLE K.—The Grammar Schools

GRAMMAR SCHOOLS USING THE

	THE GRAMMAR SCHOOLS.	Schools using Bible or Testament.	ENGLISH.						LATIN.												
			Grammars.				Readers.		Grammars.						Reading Books.						
			National or Sullivan's.	Lennie's.	Bullion's.	Other English Grammars.	National Art of Reading	Number of other Books in English.	Edinburgh Academy.	Eton.	Bullion's.	Andrew's and Stoddard's.	Arnold's 1st and 2nd Books.	Other Latin Text-Books and Grammars.	C. Nepos.	Cæsar.	Virgil.	Ovid.	Cicero.	Sallust.	Horace.	Other Reading Books.
1	Cornwall	...	.....	1	1	.....	1	.....	.....	.....	.....	.....	1	.....	.....	1	1	...	1	1	1	4
2	Williamstown	1	.....	.....	1	.....	1	.....	1	.....	.....	.....	1	2	.....	1	1	...	...	1	1	...
3	Matilda	1	.....	.....	.....	1	1	.....	.....	.....	.....	1	1	.....	.....	1	...	...	...	1	...	...
4	L'Orignal	...	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	1	1	1	...	...	1	1
5	Vankleekhill	1	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	1	1	...	...	...	...	1
6	Ottawa	1	.....	1	.....	1	.....	1	1	.....	.....	.....	1	1	.....	1	1	...	...	1	1	1
7	Richmond	...	1	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....	1	1	1	...	...	1	...	...
8	Ashton	1	.....	1	.....	.....	1	.....	.....	.....	.....	1	1	.....	.....	1	1	...	...	1	...	...
9	Brockville,	...	.....	1	.....	.....	.....	2	1	.....	.....	.....	1	.....	.....	1	1	1	1	...	1	1
10	Prescott	...	1	1	.....	.....	1	1	.....	.....	.....	.....	1	.....	1	1	...	...	...	...	...	...
11	Kemptville	...	.....	1	.....	.....	.....	1	1	.....	.....	.....	1	.....	.....	1	1	...	1	1	...	...
12	Gananoque	1	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	1	...	...	...	...	...	1
13	Perth	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	...	...	...	1	1	...
14	Smith's Falls	1	1	1	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	...	...	...	...	...
15	Lanark	1	.....	1	.....	.....	1	...	.....	.....	1	.....	1	1	.....	1	1	...	...	1	...	1
16	Renfrew	1	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	1	...	...	...	...	...	...
17	Carleton Place	1	.....	1	.....	... ..	1	.....	.....	.....	1	.....	1	.....	.....	1	1	...	...	...	...	...
18	Kingston	1	.....	1	1	.....	1	.....	.....	1	.....	.....	1	.....	.....	1	1	...	1	...	1	...
19	Newburg	...	1	.....	.....	1	1	.....	.....	.....	.....	.....	1	.....	.....	1	1	...	1	...	1	...
20	Bath	1	.....	.....	.....	1	1	2	1	.....	.....	.....	1	.....	.....	1	...	...	...	...	...	...
21	Napanee	1	1	.....	.....	1	1	.....	.....	.....	.....	1	1	.....	.....	1	1	...	1	1	1	...
22	Picton	1	.....	.....	.....	1	1	.....	.....	.....	.....	.....	1	.....	1	1	1	...	...	...	1	...
23	Consecon	...	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...	...	...
24	Belleville	1	1	.....	.....	.....	1	.....	.....	1	.....	.....	1	2	.....	1	...	...	...	...	1	...
25	Trenton	...	.....	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	...	...	...	...	...	...
26	Cobourg	1	.....	.....	1	.....	1	.....	.....	.....	.....	1	1	.....	.....	1	1	...	...	...	...	...
27	Port Hope	...	.....	.....	1	.....	1	1	.....	.....	1	.....	1	.....	.....	1	1	...	...	1	1	...
28	Bowmanville	1	.....	1	1	.....	1	.....	1	.....	.....	.....	1	.....	.....	1	1	1	...	1	1	...
29	Colborne	...	.....	.....	1	.....	1	.....	.....	.....	.....	1	1	.....	.....	...	1	...	...	1	...	...
30	Newcastle	1	.....	1	.....	.....	1	1	.....	.....	1	.....	1	.....	.....	1	1	...	1	1	1	...
31	Peterborough	1	.....	1	.....	.....	1	.....	1	1	.....	.....	1	.....	.....	1	...	...	...	...	...	...
32	Norwood	...	.....	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	1	...	...	...	...	...	1
33	Lindsay	1	.....	1	.....	.....	1	.....	.....	.....	.....	1	1	.....	.....	1	1	...	...	1	...	...
34	Oakwood	...	1	.....	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	...	...	...	...	1	1
35	Whitby	1	.....	.....	1	1	.....	6	.....	.....	.....	1	1	.....	.....	1	1	...	...	1	1	1
36	Uxbridge	...	.....	.....	.....	1	1	.....	.....	.....	.....	.....	1	.....	1	1	1	...	...	1	1	...
37	Oshawa	1	.....	.....	1	.....	1	.....	.....	1	.....	.....	1	.....	1	1	1	...	...	...	1	2
38	Toronto	1	.....	1	. . .	.....	1	3	1	.....	.....	.....	1	.....	.....	.....	1	1	...	1	1	...
39	Newmarket	1	.....	1	1	.....	1	2	1	.....	.....	.....	1	1	.....	1	1	...	...	1	1	...
40	Streetsville	1	1	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	1	1	1	...	1	1	...	...
41	Richmond Hill	1	.....	1	.....	1	1	1	.....	.....	.....	.....	1	2	.....	1	1	...	...	1	1	...
42	Brampton	...	.....	1	.....	2	.....	2	.....	.....	1	1	1	.....	.....	1	1	...	...	...	1	...
43	Weston	1	.....	1	.....	.....	1	2	1	.....	.....	.....	.....	.....	.....	1	1	...	...	1	1	...
44	Markham	1	.....	1	.....	.....	1	2	.....	.....	1	.....	1	.....	.....	1	1	...	...	1	1	...
45	Barrie	...	.....	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	1	1	1	...	1	1	1	...
46	Bradford	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...	...	...
47	Collingwood	1	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	...	...	...	1	...	...
48	Milton	1	.....	1	1	.....	.....	1	.....	.....	.....	.....	1	.....	.....	1	1	...	...	1	1	...
49	Oakville	1	.....	.....	1	.....	.....	.....	.....	.....	1	.....	1	.....	.....	1	1	...	1	1	1	1
50	Hamilton	1	.....	1	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	1	1	...	...	1	...	...

VARIOUS TEXT-BOOKS NAMED.

	GREEK.							FRENCH.						ARITHMETIC.			ALGEBRA.		EUCLID.			GEOGRAPHY AND HISTORY.						
	Grammars.			Reading Books.				Grammars.				Reading.																
	Edinburgh Academy.	Arnold's and Anthon's.	Bullions.	Number of other Greek Grammars & Text-B'ks.	Xenophon.	Homer.	Greek Testament.	Other Reading Books.	Merlet's French Grammar.	Noel and Chapsal.	Collot's.	Other French Grammars and Text-Books.	Voltaire's Chas. XII.	Other Reading Books.	National.	Thomson's.	Other Authors.	Colenso's.	Other Authors.	Colenso's.	Pott's.	Other Euclids.	National and Sullivan's.	White's.	Putz and Arnold's.	Hodgins'.	Schmitz's Manual.	Modern Atlas.	Ancient Atlas.	Other Books.
...	1	...	.....	1	1	1	3	.....	1	...	.....	1	1	.....	.....	1	1	.....	1	...	...	1	1	1	...	1	1	1	1	5
1	1	...	.....	1	1	...	...	.....	.....	...	.....	.....	.....	1	.....	...	1	1	.....	...	1	1	...	1	1	...	1	1	1
...	1	1	.....	...	...	...	...	.....	.....	...	1	1	1	.....	.....	1	.....	.....	1	.....	...	1	...	...	1	...	1	1	2
1	...	...	.....	1	...	...	1	.....	.....	...	2	1	.....	1	.....	...	1	.....	1	.....	...	1	...	1	...	...	1	...	1
1	...	...	.....	...	...	...	...	.....	.....	...	1	.....	.....	1	.....	...	1	.....	1	.....	...	1	...	...	...	...	...	...	3
1	1	...	.....	...	...	...	...	.....	.....	...	1	.....	.....	.....	.....	2	.....	.....	1	.....	...	1	1	1	...	...	...	...	...	2
1	1	...	.....	1	...	...	1	.....	.....	...	.....	.....	.....	1	.....	...	1	1	.....	.....	...	1	...	...	...	...	...	...	...	3
...	1	...	.....	...	...	...	1	.....	.....	...	.....	.....	.....	1	.....	...	.....	.....	1	.....	...	1	...	...	...	...	...	...	...	2
1	1	...	.....	1	1	1	3	.....	.....	...	.....	.....	.....	.....	.....	1	.....	1	.....	.....	...	2	...	...	...	...	...	...	...	6
...	...	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	1	.....	1	1	.....	2	.....	...	1	...	...	...	...	...	...	...	3
1	1	...	.....	1	...	...	...	.....	.....	...	.....	.....	.....	.....	1	...	...,	.....	2	.....	...	1	...	...	...	1	...	...	...	2
...	...	...	.....	...	...	...	...	.....	.....	...	1	.....	.....	1	.....	...	.....	.....	1	.....	...	2	...	...	...	...	...	...	...	2
...	1	...	.....	1	...	...	1	.....	.....	...	1	1	2	1	.....	...	.....	.....	1	.....	...	1	1	...	...	...	...	...	...	2
1	1	...	.....	...	...	...	...	.....	.....	...	1	.....	.....	1	.....	...	1	1	.....	.....	...	1	...	...	...	...	...	...	...	3
...	1	...	1	...	...	...	...	.....	.....	...	1	.....	.....	1	.....	...	1	1	.....	.....	...	...	...	1	...	...	...	...	...	2
...	...	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	1	.....	...	1	.....	.....	.....	...	1	1	1	...	...	...	...	...	1
...	...	...	.....	...	...	...	...	.....	.....	...	2	.....	1	1	.....	...	1	.....	2	.....	...	...	...	...	...	...	...	...	...	3
...	1	...	1	...	...	...	..	.....	.....	...	2	.....	...	.....	.....	1	1	.....	1	.....	...	1	...	...	...	1	...	...	...	4
...	1	...	.....	1	1	...	...	.....	.....	...	1	.....	.....	1	.....	...	.....	.....	1	.....	...	1	1	...	...	...	...	...	...	2
...	...	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	.....	.....	2	.....	.....	1	.....	...	1	...	...	...	1	...	...	...	4
...	1	1	.....	1	...	...	...	.....	.....	...	.....	.....	.....	1	.....	...	.....	.....	1	.....	...	1	1	...	...	...	...	1	1	4
...	1	...	.....	1	1	...	...	.....	.....	...	1	.....	.....	1	.....	...	.....	.....	3	.....	...	3	1	...	...	...	...	...	...	3
1	1	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	1	.....	...	.....	.....	1	.....	...	1	...	...	...	...	...	...	...	2
1	1	...	.....	...	...	...	1	.....	.....	...	1	.....	.....	1	.....	...	.....	.....	2	.....	...	1	1	...	...	...	...	...	...	4
...	...	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	1	.....	...	1	.....	.....	.....	...	1	1	...	...	...	...	...	...	3
...	1	...	1	1	...	...	...	.....	.....	...	.....	.....	.....	1	1	1	1	.....	.....	1	...	...	1	1	...	...	1	...	...	1
...	1	1	.....	1	1	...	...	.....	.....	...	1	1	2	1	.....	1	1	.....	1	...	1	...	1	...	...	1	1	1	1	3
1	1	...	.....	1	1	...	...	.....	.....	...	1	1	1	1	.....	...	1	.....	...	.....	...	2	1	1	...	1	...	...	1	4
...	1	1	.....	1	...	...	1	.....	.....	...	1	1	1	1	.....	...	.....	.....	1	.....	1	1	1	1	...	1	...	...	1	6
...	1	1	.....	1	...	1	...	.....	.....	...	1	.....	1	.....	.....	1	.....	1	.....	.....	1	...	...	1	...	...	...	...	...	2
...	...	...	.....	...	...	...	...	.....	.....	...	1	.....	1	1	.....	...	.....	1	.....	1	1	1	...	...	...	...	...	...	...	4
...	1	...	1	1	...	1	...	.....	.....	...	2	1	1	1	.....	...	1	.....	1	1	...	...	...	...	...	1	1	...	...	4
...	1	1	.....	...	1	...	...	.....	.....	...	2	.....	.....	1	.....	...	.....	1	.....	.....	...	1	...	...	...	1	...	...	...	3
...	1	...	.....	1	1	...	...	.....	.....	...	.....	1	1	1	.....	...	1	1	.....	1	...	...	1	1	...	...	1	1	1	2
...	1	...	1	1	...	1	...	.....	.....	1	1	1	.....	1	.....	...	.....	3	1	...	1	1	...	...	...	...	...	...	...	1
...	1	...	.....	1	1	...	...	.....	.....	...	2	1	.....	1	.....	...	1	.....	.....	1	...	...	1	1	...	1	1	...	...	3
1	1	...	.....	1	1	...	1	.....	.....	...	2	1	1	1	.....	...	1	.....	...	.....	...	1	1	...	...	1	1	...	1	4
1	1	...	.....	1	1	...	1	1	.....	...	2	.....	1	1	.....	1	...	1	.....	1	...	...	1	1	...	...	...	...	1	4
...	1	...	1	1	1	1	...	1	.....	...	1	1	.....	.....	1	...	.....	1	.....	1	...	...	...	1	1	1	1	1	1	5
1	1	...	.....	1	1	...	1	.....	.....	...	2	1	.....	1	.....	...	1	1	.....	.....	...	1	...	...	...	...	...	1	...	3
...	1	...	.....	...	...	...	...	.....	.....	...	1	.....	.....	1	.....	2	.....	2	.....	.....	2	...	...	...	...	1	...	...	...	6
1	1	...	.....	1	1	1	...	.....	.....	...	1	1	.....	.....	.....	2	1	.....	1	.....	...	...	1	...	...	1	...	...	...	2
...	1	1	.....	1	1	1	...	.....	.....	1	2	1	1	1	.....	...	1	.....	.....	1	1	...	1	1	...	1	1	1	1	1
...	1	...	1	1	1	...	2	.....	.....	...	2	1	2	1	.....	1	1	.....	1	...	...	...	...	1	...	...	1	1	1	4
...	...	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	...	...	...	...	...	...	...	...	...	...
...	...	...	1	...	...	...	...	.....	.....	...	.....	.....	.....	1	1	...	1	.....	.....	1	...	...	1	...	...	...	...	...	...	1
...	1	1	.....	1	...	...	1	.....	.....	...	1	.....	.....	1	.....	1	1	1	...	.....	...	1	...	1	...	1	...	...	1	3
...	...	1	.....	1	1	...	2	.....	.....	...	1	1	3	1	.....	1	1	1	...	1	1	...	...	...	...	1	...	...	...	4
...	1	1	1	1	1	...	...	.....	.....	...	2	1	2	1	.....	1	1	1	.....	1	1	...	1	...	...	1	...	...	...	5

TABLE K.—The Grammar Schools

GRAMMAR SCHOOLS USING THE

	THE GRAMMAR SCHOOLS.	Schools using Bible or Testament.	ENGLISH.						LATIN.												
			Grammars.				Readers.		Grammars.						Reading Books.						
			National or Sullivan's.	Lennie's.	Bullion's.	Other English Grammars.	National Art of Reading.	Number of other Books in English.	Edinburgh Academy.	Eton.	Bullion's.	Andrew's and Stoddard's.	Arnold's 1st and 2nd Books.	Other Latin Text-Books and Grammars.	C. Nepos.	Cæsar.	Virgil.	Ovid.	Cicero.	Sallust.	Horace.	Other Reading Books.
51	Ancaster	1	1	1	.....	.....	1	.....	.....	1	.....	.....	1	.....	.....	1	...	...	...	1	...	...
52	Dundas	...	.....	.....	1	.....	1	1	.....	.....	1	1	1	.....	.....	.....	1	...	1	1	1	...
53	Waterdown	1	1	.....	1	.....	.....	.....	1	.....	.....	.....	1	.....	.....	1	1	...	...	...	...	...
54	Brantford	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	1	.....	.....	1	1	...	...	1	...	...
55	Paris	1	.....	1	1	.....	.....	.....	.....	1	.....	.....	1	.....	1	1	1	...	...	1	1	...
56	Scotland	1	.....	1	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	1	1	...	...	1	...	...
57	Niagara	1	1	.....	...	.....	1	1	1	.....	.....	.....	1	.....	.....	1	1	...	1	1	1	2
58	St. Catharines	1	.....	.....	1	.....	1	1	.....	1	.....	.....	1	.....	.....	1	1	...	1	...	...	1
59	Grimsby	1	1	1	.....	.....	1	.....	1	.....	1	.....	1	.....	.....	1	1	...	...	1	1	...
60	Beamsville	1	1	1	.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	1	1	...	1	1	...	1
61	Welland	...	.....	1	.....	.....	1	.....	.....	1	1	1	1	.....	.....	1	1	...	1	1	1	...
62	Drummondville	...	.....	1	.....	.....	1	.....	.....	1	.....	.....	1	.....	.....	.....	1	...	...	1	...	...
63	Thorold	1	.....	1	.....	.....	1	1	.....	.....	.....	.....	1	1	.....	1	1	...	...	1	...	...
64	Caledonia	...	.....	.....	.....	1	.....	.....	.....	.....	1	.....	1	1	.....	1	1	1	...	1	1	...
65	Simcoe	1	.....	.....	1	1	1	.....	.....	1	.....	.....	1	.....	.....	1	1	...	...	1	...	...
66	Port Dover	1	.....	.....	.....	1	.....	.....	.....	1	.....	.....	1	.....	.....	1	1	...	1	1	...	...
67	Woodstock	1	.....	1	1	.....	.....	.....	.....	.....	1	.....	.....	1	.....	1	1	1	1	1	1	...
68	Ingersoll	1	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	1	1	...	...	...	...	...
69	Berlin	...	.....	1	1	.....	.....	1	.....	.....	.....	.....	1	1	.....	.....	1	...	1	1	...	...
70	Galt	...	.....	.....	1	.....	.....	1	.....	.....	.....	.....	1	.....	.....	1	1	...	1	1	1	...
71	Guelph	1	.....	1	1	.....	1	.....	1	.....	.....	.....	1	.....	1	1	1	...	...	1	1	1
72	Elora	1	.....	1	.....	.....	1	1	1	.....	.....	.....	1	.....	1	1	1	1	1	1	1	1
73	Owen Sound	...	1	.....	.....	.....	1	1	.....	1	.....	.....	1	.....	.....	1	...	...	...	1	...	...
74	Stratford	...	.....	1	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	1	1	...	1	1	1	1
75	Goderich	1	.....	.....	.....	1	1	1	1	.....	.....	.....	1	.....	1	1	1	...	...	1	1	...
76	London	1	1	1	.....	.....	1	.....	.....	.....	1	.....	1	1	.....	1	1	...	1	1	1	...
77	St. Thomas	1	.....	1	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	1	...	...	1	1	...
78	Vienna	1	.....	.....	.....	1	1	.....	1	.....	.....	.....	1	.....	.....	1	1	...	...	1	1	...
79	Chatham	1	.....	.....	1	.....	1	.....	.....	.....	1	.....	1	.....	.....	.....	1	...	...	...	...	...
80	Sarnia	...	.....	1	.....	.....	.....	2	.....	1	.....	.....	1	.....	.....	.....	1	...	...	1	1	1
81	Windsor	1	.....	1	.....	.....	1	1	.....	1	.....	.....	1	1	.....	.....	...	...	...	...	...	...
	Total, 1859	55	16	50	27	16	58	28	27	16	17	11	73	12	11	66	64	7	22	54	43	19
	Total, 1858	50	5	40	17	19	58	32	25	14	14	.....	48	32	.....	.....	...	...	...	...	...	...
	Increase	5	11	10	10	.....	.....	.....	2	2	3	.....	25	.....	.....	.....	...	...	...	...	...	...
	Decrease	...	.....	.....	.....	3	.....	4	.....	.....	.....	.....	.....	20	.....	.....	...	...	...	...	...	...

OF UPPER CANADA.—(*Continued.*)

VARIOUS TEXT-BOOKS NAMED.

GREEK.								FRENCH.						ARITHMETIC.			ALGEBRA.		EUCLID.			GEOGRAPHY AND HISTORY.							
Grammars.				Reading Books.				Grammars.				Reading Books.																	
Edinburgh Academy.	Arnold's and Anthon's.	Bullions.	Number of other Grammars and Text-Books.	Xenophon.	Homer.	Greek Testament.	Other Reading Books.	Merlet's French Grammar.	Noel and Chapsal.	Collot's.	Other French Grammars and Text-Books.	Voltaire's Chas. XII.	Other Reading Books.	National.	Thomson's.	Other Authors.	Colenso's.	Other Authors.	Colenso's.	Potts'.	Other Editions.	National and Sullivan.	White's.	Puts and Arnold.	Hodgins'.	Schmitz's Manual.	Modern Atlas.	Ancient Atlas.	Other Books.
...	...	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...	...	...	...	...
1	...	...	.....	...	...	...	1	.....	.....	...	1	.....	1	1	.....	.....	.....	1	.....	.....	1	...	...	...	1	...	...	...	3
1	1	1	.....	1	1	...	1	.....	.....	...	1	.....	.....	.....	1	1	1	1	.....	1	.....	...	...	1	1	1	...	1	4
1	...	...	.....	...	...	...	...	.....	.....	...	3	1	1	1	.....	.....	.....	2	.....	.....	1	...	...	...	...	...	...	...	5
...	1	1	.....	1	1	...	1	.....	.....	...	3	1	.....	1	.....	.....	1	1	.....	1	1	1	...	...	...	...	...	...	4
...	1	...	2	1	1	...	...	.....	.....	...	1	1	1	.....	1	...	1	1	.....	1	1	...	1	1	1	...	1	1	3
...	...	...	.....	...	...	...	...	.....	.....	...	.....	.....	.....	.....	1	...	.....	1	.....	...	1	...	1	...	1	...	...	...	2
1	1	...	.....	1	1	1	...	.....	.....	...	.....	.....	.....	.....	.....	1	1	.....	1	1	...	1	1	...	1	...	1	1	3
1	1	...	.....	1	1	1	...	.....	.....	...	1	.....	.....	1	1	...	1	.....	1	...	...	1	...	1	1	1	...	1	2
1	1	...	.....	1	1	...	...	.....	.....	...	1	1	.....	1	1	...	1	.....	.....	...	2	1	1	...	...	...	...	1	1
...	1	...	1	...	...	...	...	.....	.....	...	1	1	.....	1	.....	...	1	.....	.....	1	1	1	1	...	...	...	...	...	3
1	1	1	.....	1	1	...	1	.....	.....	...	.....	.....	.....	1	.....	1	1	2	1	...	2	...	...	...	...	...	...	...	4
...	...	...	.....	...	...	...	...	.....	.....	...	1	1	.....	1	.....	...	1	.....	.....	...	2	1	...	1	...	...	1	...	2
...	...	1	.....	1	1	...	...	.....	.....	...	1	.....	.....	1	.....	...	1	.....	1	...	1	...	...	...	...	...	...	...	2
...	...	1	.....	1	1	...	1	.....	.....	...	2	1	.....	.....	.....	1	1	.....	1	...	...	1	...	...	1	...	...	...	2
...	1	...	1	1	...	1	...	.....	.....	...	.....	.....	.....	.....	.....	1	1	.....	1	...	...	1	1	1	1	1	1	1	2
...	1	...	1	...	...	...	...	.....	.....	...	1	1	1	1	.....	...	.....	1	.....	...	1	1	...	...	...	...	...	...	2
...	...	1	.....	1	1	...	1	.....	.....	...	1	1	1	1	.....	...	.....	1	1	1	...	...	...	...	1	...	...	...	5
...	...	1	.....	...	1	...	1	.....	.....	...	1	.....	.....	.....	.....	1	.....	1	.....	...	1	1	...	...	...	...	...	...	2
...	1	1	.....	1	1	...	...	.....	.....	...	1	1	.....	1	1	...	1	1	1	1	...	1	1	1	1	1	1	1	2
1	1	...	.....	1	1	...	...	.....	.....	...	2	1	1	1	1	...	1	.....	1	1	2	1	1	1	1	...	1	1	2
1	1	...	.....	1	1	...	1	.....	1	...	1	1	1	1	1	1	1	.....	.....	...	1	...	1	...	...	1	...	1	6
1	1	...	.....	1	1	1	1	.....	.....	...	1	1	2	1	1	...	1	.....	.....	...	1	...	...	...	...	...	...	...	4
...	1	...	1	1	...	...	...	1	.....	...	.....	1	.....	1	.....	...	.....	1	.....	...	1	1	1	...	...	...	1	1	2
1	1	...	.....	1	1	...	...	.....	.....	...	1	.....	1	1	1	...	1	.....	1	...	1	...	1	1	1	...	...	...	2
...	1	...	.....	1	1	...	...	.....	.....	...	.....	.....	.....	1	.....	...	1	.....	1	...	...	...	1	...	1	...	1	...	5
...	1	...	1	1	...	...	...	.....	.....	1	.....	1	.....	1	.....	...	1	.....	1	...	...	1	...	1	...	1	1	1	5
1	...	...	.....	1	1	...	...	.....	.....	1	.....	.....	.....	1	.....	...	1	2	1	1	...	1	...	...	...	...	...	1	5
...	1	1	.....	...	...	...	...	.....	.....	...	1	1	.....	.....	.....	1	.....	1	1	...	...	...	...	...	...	...	...	...	3
...	...	1	.....	...	...	...	...	.....	.....	...	1	.....	.....	.....	.....	1	.....	2	.....	...	1	1	...	1	1	...	...	...	2
1	...	1	.....	1	1	1	1	.....	.....	...	3	.....	1	1	.....	1	.....	1	1	...	1	1	1	...	1	...	...	...	3
...	...	...	.....	...	...	...	...	.....	.....	...	1	.....	1	1	.....	.....	1	.....	.....	...	1	1	1	...	1	...	...	...	2
27	55	22	15	49	39	13	29	3	2	4	57	34	37	60	21	27	51	49	30	16	57	41	32	12	35	16	22	27	80
28	...	15	10	...	...	...	...	3	3	14	36	.....	.....	58	24	18	40	38	32	15	42	32	18	9	26	...	...	...	...
...	...	7	5	...	...	...	...	.....	.....	...	21	.....	.....	2	.....	9	11	11	.....	1	9	9	4	3	9	...	...	...	...
1	...	...	.....	...	...	...	...	.....	1	10	.....	.....	.....	.....	3	...	.....	.....	2	...	...	...	...	...	...	...	...	...	...

TABLE L.—The Grammar Schools of Upper Canada.

MASTERS.

	GRAMMAR SCHOOLS.	HEAD MASTERS.	No. of Masters engaged.	Head Masters, who were appointed during 1859.	QUALIFICATIONS OF HEAD MASTERS.							RELIGIOUS PERSUASIONS OF HEAD AND ASSISTANT MASTERS.							ANNUAL SALARIES.	
					Appointed under the old law.	GRADUATES.				CERTIFICATES FROM EXAMINERS.		Church of England.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Reported as Protestants.	Roman Catholics.	Head Master. (Average.)	Assistant Master. (Average.)
						Provincial Universities.	English, Irish, and Scottish Universities.	American Universities.	Other Foreign Universities.	General.	Temporary.									
																			$ cts.	$ cts.
1	Cornwall	Rev. H. W. Davies, M. A.	2			1						1							636 00	340 00
2	Williamstown	Donald J. McLean, B. A.	1			1							1						400 00	
3	Matilda	Samuel Cowan	1							1				1					600 00	
4	L'Orignal	Alex. McNaughton	1		1								1						520 00	
5	Vankleekhill	David J. McDonell, A. B.	1	1		1							1						480 00	
6	Ottawa	Hugh J. Borthwick, A. M.	4	1		1						1	3						1000 00	
7	Richmond	Neil Dunbar, A. B.	2	1		1							1						600 00	160 00
8	Ashton	Charles R. Dickenson, B. A.	2	1			1					2							480 00	80 00
9	Brockville	John James Dunlop	2		1								2						1030 00	360 00
10	Prescott	George Kennedy, B. A.	1	1		1							1						459 00	
11	Kemptville	John M. Fraser, B. A	1			1							1						600 00	
12	Gananoque	J. A. Somerville, B.A.	1	1		1							1						400 00	
13	Perth	R. T. Livingstone	2							1			1						800 00	500 00
14	Smith's Falls	Spencer A. Jones	1	1						1		1							600 00	
15	Lanark	Peter McLaren, B. A	2	1		1							1			1			520 00	144 00
16	Renfrew	Finlay F. McNab, B. A.	2	1		1							1		1				600 00	264 00
17	Carleton Place	F. S. Haight, B. A	1	1			1						1						480 00	
18	Kingston	William J. Irwin, M. A.	1			1						1							1025 00	
19	Newburgh	William Lewin, B. A.	1			1						1							700 00	
20	Bath	James McCaul, B. A.	1	1		1							1						600 00	
21	Napanee	Robert Phillips	1							1			1	1					700 00	450 00
22	Picton	Stuart Foster	1							1									800 00	
23	Consecon	Geo. C. Butler	1																500 00	
24	Belleville	Alex. Burdon	2		1								1	1					1000 00	500 00
25	Trenton	Edward C. Fox	2							1		2							600 00	180 00

26	Cobourg	F. W. Barron, M. A.	1	1		1						1						1132 00	
27	Port Hope	John Gordon	2							1			1		1			1100 00	300 00
28	Bowmanville	R. McGee	2							1		1						700 00	600 00
29	Colborne	James B. Dixon, B. A.	1					1						1				700 00	
30	Newcastle	John Turpin, M. A.	2				1					1		1				800 00	360 00
31	Peterborough	Rev. John McClure	1							1			1					800 00	
32	Norwood	William MacWilliam	1								1		1					570 00	
33	Lindsay	William Daunt	1							1			1					740 00	
34	Oakwood	George Murray, B. A.	2	1			1					1						700 00	500 00
35	Whitby	William McCabe	2							1		1			1			894 00	96 00
36	Uxbridge	Francis J. Lynch	1	1							1						1	480 00	
37	Oshawa	Rev. William Grant	1	1							1							600 00	
38	Toronto	M. C. Howe, LL.D.	5				1					1						1200 00	405 00
39	Newmarket	S. Arthur Marling, M. A.	2			1							1		1			800 00	*
40	Streetsville	Richard Sandars, B. A.	1			1						1						480 00	
41	Richmond Hill	Rev. Samuel Johnson, M. A.	1	1			1					1						600 00	
42	Brampton	John Thomson, A. B	1			1							1					600 00	
43	Weston	Rev. J. B. Logan, M. A.	1			1												700 00	
44	Markham	Edward T. Crowle, Ph. D.	1					1					1					780 00	
45	Barrie	Rev. W. F. Checkley, B. A.	6				1					3	3					640 00	
46	Bradford	Not open																	
47	Collingwood	Rev. John Langtry, M. A.	1			1						1						400 00	
48	Milton	James Regan, M. A.	1				1					1						1200 00	
49	Oakville	William Oliver, B. A.	1			1							1					800 00	
50	Hamilton	Henry J. Woodroffe, B. A.	2				1					1	1					*800 00	800 00
51	Ancaster	Richard Unsworth, B. A.	2				1					2						400 00	200 00
52	Dundas	John King, A. M	2				1					1	1					800 00	500 00
53	Waterdown	P. Clerihew, M. A.	1	1			1										1	372 00	
54	Brantford	Rev. P. D. Muir, A. B.	3			1							2	1				1000 00	450 00
55	Paris	Jonathan W. Acres	1							1		1						800 00	
56	Scotland	Walter Smith, A. B	1	1				1							1			600 00	
57	Niagara	Rev. H. M. Phillipps,	2		1							1						872 00	500 00
58	St. Catharines	Rev. Thos. D. Phillipps, M. A.	4			1						2	2					1000 00	433 00
59	Grimsby	Daniel Campbell	1							1			1					660 00	
60	Beamsville	Rev. Thos. W. Street, B. A.	1	1		1						1						600 00	
61	Welland	James Hodgson	1	1						1								600 00	
62	Drummondville	James M. Dunn	1								1		1					800 00	
63	Thorold	Alexander Dawson, A. B.	1			1							1					550 00	
64	Caledonia	David Lennox, A. M	1					1					1					600 00	
65	Simcoe	Rev. J. G. Mulholland, A. M	1				1					1						1000 00	
66	Port Dover	D. B. Maclennan, B. A.	1	1		1							1					650 00	
67	Woodstock	George Strauchon	1		1								1					1000 00	
68	Ingersoll	David Allison, A. M	1	1			1						1					700 00	
69	Berlin	Charles Camidge	1	1						1		1						800 00	
70	Galt	William Tassie, M. A	3			1						2	1					1000 00	380 00
71	Guelph	John May, B. A	1			1						1						1340 00	

* Paid by tuition by Head Master.

TABLE L.—The Grammar Schools of Upper Canada.—(*Continued.*)

MISCELLANEOUS INFORMATION.

	GRAMMAR SCHOOLS.	School House.						Schools in which the daily exercises are opened and closed with prayer.	No. of months open in 1859 (including vacations.)	Schools united with Common Schools.	Meteorological Stations.	Year first opened.	No. of Maps in School.	No. of Globes in School.	Schools using Blackboards.	Schools having complete set of Apparatus.	Schools having Museum of Natural History, Botany, &c.	Schools having Magic Lantern or Microscope, &c.	Schools observing the General Regulations.	Schools having recitations of Poetry, &c., at Examinations.	No. of Pupils who went up for Matriculation at the University, in 1859.	No. of Pupils who went up for examination, before the Law Society, in 1859.	No. of Pupils who went up for examination as Students of Surveying, in 1859.
		Brick.	Stone.	Frame.	When built.	Freehold.	Leased.	Rented.															
1	Cornwall	1	...	.....	1856	1	...	...	1	12	.....	1	1803	24	2	1	.....	.....	.....	1	1	.....	.....	.....
2	Williamstown	...	...	1	1816	1	...	...	1	12	1	.....	1844	.....	.....	1	.....	.....	.....	1	1	.....	3	.....
3	Matilda	...	1	.....	1843	...	1	...	1	12	.....	.....	1845	5	2	1	part	.....	.....	1	1	.....	.....	.....
4	L'Orignal	...	1	.....	1853	1	...	...	.....	12	.....	1	1822	8	2	1	part	.....	.....	1	.....	3	.....	.....
5	Vankleekhill	1	...	.....	1856	1	...	...	1	9	.....	.....	1849	4	2	1	part	.....	.....	1	.....	.....	.....	.....
6	Ottawa	...	1	.....	.....	...	...	1	1	12	.....	.....	.....	50	5	1	part	.....	1	1	.....	.....	.....	1
7	Richmond	...	...	1	.....	1	...	...	1	9	.....	.....	1846	5	.....	1	1	.....	.....	1	.....	.....	.....	.....
8	Ashton	...	...	Log.	1846	1	...	...	1	6	1	.....	1859	2	.....	1	.....	.....	.....	1	1	.....	.....	.....
9	Brockville	...	1	.....	.....	...	...	1	.....	12	.....	.....	1819	14	1	1	.....	.....	.....	1	.....	.....	.....	.....
10	Prescott	...	...	1	.....	...	...	1	1	12	.....	.....	.....	.....	.....	1	.....	.....	.....	1	1	.....	.....	.....
11	Kemptville	...	1	.....	1844	1	...	...	1	12	1	.....	1844	14	2	1	1	.....	.....	1	1	.....	.....	1
12	Gananoque	...	1	.....	1848	1	...	...	1	11	1	.....	1845	15	1	1	.....	.....	.....	1	.....	.....	.....	.....
13	Perth	...	1	.....	.....	1	...	...	1	12	1	1	.....	15	1	1	.....	.....	.....	1	1	2	.....	1
14	Smith Falls	...	1	.....	1846	1	...	...	1	8	1	.....	.....	7	1	1	1	.....	.....	1	.....	1	.....	.....
15	Lanark	...	...	1	1854	1	...	...	1	12	1	.....	1850	15	2	1	1	.....	.....	1	.....	.....	.....	.....
16	Renfrew	...	...	1	.....	...	...	1	1	7	1	.....	1852	12	1	1	1	.....	.....	1	.....	.....	.....	.....
17	Carleton Place	...	...	1	1851	1	...	...	1	11	1	.....	1854	10	2	1	1	.....	.....	1	1	.....	.....	1
18	Kingston	...	1	.....	1853	1	...	...	1	12	.....	.....	1810	10	.....	1	.....	.....	.....	1	.....	.....	.....	.....
19	Newburgh	...	1	.....	1852	1	...	...	1	12	1	.....	1842	13	2	1	.....	.....	.....	1	1	2	.....	.....
20	Bath	...	...	1	1812	1	...	...	1	9	1	.....	1812	19	2	1	1	.....	.....	1	1	.....	.....	.....
21	Napanee	...	...	1	1858	1	...	...	1	12	1	.....	1846	17	3	1	part	.....	.....	1	.....	.....	.....	.....
22	Picton	1	...	.....	1858	1	...	...	1	12	1	1	.....	19	4	1	.....	.....	1	1	.....	.....	1	.....
23	Consecon	...	1	.....	1854	1	...	...	.....	10	1	.....	.....	7	1	1	part	.....	.....	1	.....	.....	.....	.....
24	Belleville	...	1	.....	1851	1	...	...	.....	12	1	1	1840	12	1	1	part	.....	.....	1	.....	.....	.....	.....
25	Trenton	...	...	1	1856	1	...	...	1	6	1	.....	.....	13	1	1	.....	.....	.....	1	.....	.....	.....	.....

26	Cobourg	1			1856	1			1	12			1830	10	1	1					1						
27	Port Hope	1			1855		1		1	12	1			30	2	1	1		1		1	1	2	4	1	
28	Bowmanville	1								12	1			6	2	1	1		1		1	1				
29	Colborne	1			1859	1				12	1		1853	12	2	1	1				1	1				
30	Newcastle	1			1858	1			1	6	1		1859	5	2	1	1		1		1					
31	Peterboro'	1			1859			1	1	12	1		1826	30	2	1					1					
32	Norwood	1			1855	1			1	12	1		1854	8	1	1	1				1		1			
33	Lindsay			1	1856	1			1	12	1		1857	16	1	1	1				1	1	2			
34	Oakwood			1	1857	1				12	1		1858	6		1					1	1				
35	Whitby	1			1849	1				12		1	1849	8	1	1	1		1		1	1	1	5		
36	Uxbridge			1	1853	1				12	1			1		1						1				
37	Oshawa			1				1	1	12			1857	6		1							3	1		
38	Toronto			1	1809	1			1	12			1809	9	1						1	1	2	2		
39	Newmarket	1			1849	1			1	12			1849	24	2	1	part		1		1		1			
40	Streetsville	1			1849		1		1	11	1		1849	8	2	1	part				1					
41	Richmond Hill			1	1852	1			1	12	1		1851	5		1	part				1	1		1		
42	Brampton	1			1856	1			1	12	1		1855	13		1					1	1				
43	Weston	1			1858	1			1	12			1857	10		1						1	1			
44	Markham			1				1	1	12			1858	12	1	1					1		1			
45	Barrie	1					1		1	12		1		12	2	1	1	1	1	1			6	1	1	
46	Bradford			1		1								13	1	1										
47	Collingwood			1				1		12			1858			1					1					
48	Milton								1	12		1	1856	7		1	1				1	1	1	2		
49	Oakville	1			1852	1			1	12	1		1854	79	4	1	1		1		1	1				
50	Hamilton		1		1853	1				12	1	1	1833	30	4	1	1		1		1	1	1	2		
51	Ancaster	1				1			1	12	1			8	2	1	1	1			1	1				
52	Dundas	1			1857	1			1	12	1		1854	16	2	1			1		1	1	3	5		
53	Waterdown		1		1855	1			1	12	1		1857	16	2	1					1	1				
54	Brantford	1			1857	1			1	12	1	1		19	2	1	1		1		1	1	2	1		
55	Paris	1			1857				1	12	1			12		1					1		1	1		
56	Scotland			1	1854	1			1	11	1		1857	12		1	1				1	1				
57	Niagara			1	1854	1			1	12		1		6		1					1	1				
58	St. Catharines	1			1829	1			1	12			1829	19	2	1	part				1	1	1			
59	Grimsby			1	1859	1			1	12			1857	13	2	1					1	1				
60	Beamsville	1			1857		1		1	12				10		1					1			1		
61	Welland	1			1858			1		9			1857			1					1			1		
62	Drummondville			1	1857	1			1	8			1857			1					1					
63	Thorold	1			1858	1			1	5			1859			1					1					
64	Caledonia			1	1856	1				12	1		1853	15	2	1					1					
65	Simcoe	1			1859	1			1	12	1			10	3	1					1					
66	Port Dover	1			1857	1			1	12	1			20		1					1	1				
67	Woodstock	1			1849	1			1	12			1843	6		1			1		1			4	1	
68	Ingersoll	1			1857	1			1	12	1		1854	7		1					1					
69	Berlin	1			1856	1			1	12			1854	14	1	1					1	1	2			
70	Galt		1		1852	1			1	12			1852	28	2	1	1				1		4	2		
71	Guelph		1			1			1	12		1		14	2	1					1					

TABLE L.—The Grammar Schools of Upper Canada —(*Continued.*)

MASTERS.

	GRAMMAR SCHOOLS.	HEAD MASTERS.	No. of Masters engaged.	Head Masters who were appointed during 1859.	QUALIFICATIONS OF HEAD MASTERS.							RELIGIOUS PERSUASIONS OF HEAD AND ASSISTANT MASTERS.							ANNUAL SALARIES.	
					Appointed under the old Law.	GRADUATES.				CERTIFICATES FROM EXAMINERS.		Church of England.	Presbyterians.	Methodists.	Baptists.	Congregationalists.	Reported as Protestants.	Roman Catholics.	Head Master. (Average.)	Assistant Master. (Average.)
						Provincial Universities.	English, Irish, and Scottish Universities.	American Universities.	Other Foreign Universities.	General.	Temporary.									
	Brought forward																		$ cts.	$ cts.
72	Elora	Rev. J. G. McGregor	1		1								1						624 00	
73	Owen Sound	Henry B. Houghton, B. A	1				1					1							700 00	
74	Stratford	Charles J. McGregor, M. A	1			1							1						687 00	
75	Goderich	John Haldan, jr	1		1							1							900 00	
76	London	Benjamin Bayly	2		1							2							1200 00	800 00
77	St. Thomas	Nelson Burns, B. A	1			1								1					800 00	
78	Vienna	Edmund R. Davies	2	1							1	1		1					650 00	475 00
79	Chatham	George Jamieson	2		1							1	1						700 00	600 00
80	Sarnia	W. B. Evans, M. A	1			1						1							800 00	
81	Windsor	Henry J. Evans, B. A	1	1		1						1							476 00	
	Total, 1859		121	25	9	29	16	4	1	15	5	44	46	9	4	2	1	1	725 34	399 00
	" 1858				8	24	20	2	1	13	7									
	Increase				1	5		2		2										
	Decrease						4				2									

TABLE L.—The Grammar Schools of Upper Canada.—(*Continued.*)

MISCELLANEOUS INFORMATION.

	GRAMMAR SCHOOLS.	School House.							Schools in which the daily exercises are opened and closed with prayer.	No. of months open in 1859, (including vacations.)	Schools united with Common Schools.	Meteorological Stations.	Year first opened.	No. of Maps in School.	No. of Globes in School.	Schools using Blackboards.	Schools having complete set of Apparatus.	Schools having Museum of Natural History, Botany, &c.	Schools having Magic Lantern or Microscope, &c.	Schools observing the General Regulations.	Schools having recitations of Poetry, &c., at Examinations.	No. of Pupils who went up for Matriculation at the University, in 1859.	No. of Pupils who went up for examination before the Law Society, in 1859.	No. of Pupils who went up for examination as Students of Surveying, in 1859.
		Brick.	Stone.	Frame.	When built.	Freehold.	Leased.	Rented.																
	Brought forward	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
72	Elora	...	...	1	1851	...	...	1	1	12	...	...	1850	40	2	1	part	...	...	1	1	...	...	...
73	Owen Sound	...	1	...	1857	1	...	...	...	12	1	...	1857	6	1	1	...	...	...	1	...	1	...	...
74	Stratford	1	...	...	1856	1	...	...	1	12	...	...	1853	13	1	1	...	...	...	1	...	...	...	...
75	Goderich	...	...	1	1847	...	...	1	1	12	...	...	1841	22	2	1	1	...	1	1	1	...	5	...
76	London	...	...	1	1832	...	...	1	1	12	...	...	1834	23	1	1	...	...	...	1	...	...	6	...
77	St. Thomas	...	...	1	1848	1	...	...	1	12	...	...	1850	12	2	1	...	...	...	...	...	...	...	...
78	Vienna	...	...	1	...	1	...	...	1	12	...	...	1850	7	2	1	...	...	...	1	1	...	1	...
79	Chatham	1	...	...	1854	1	...	...	1	12	...	1	...	10	2	1	...	...	1	1	...	...	...	...
80	Sarnia	...	...	1	...	...	1	...	1	12	1	1	1842	6	...	1	...	...	...	...	...	1	...	...
81	Windsor	1	...	...	1857	...	...	1	1	12	...	...	...	11	1	1	...	...	...	1	1	1	...	...
	Total, 1859	33	17	30	...	59	6	13	66	av'ge 11	42	14	...	1062	105	80	23 12p.	2	16	76	38	46	49	7
	" 1858	...	...	...	...	...	...	...	56	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Increase	...	...	...	...	...	...	...	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE M.—The Normal School for Upper Canada, 1859.

Abstract No. 1.—Gross Attendance of Students, Weekly Aid Granted, Certificates, &c.

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.		Applicants for Admission.			Rejected.			Admitted.			Admitted by Fees.			Who had been Teachers before.			Who Received Weekly Aid.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session,	1847–48	71	71	.....	8	8	.....	63	63	.....	4	4	.....	27	27	.....	53	53	.....
2	Second Session,	1848	140	112	28	15	14	1	125	98	27	5	4	1	93	86	7	109	89	20
3	Third Session,	1848–49	123	88	35	15	12	3	108	76	32	19	14	5	61	51	10	75	57	18
4	Fourth Session,	1849	131	106	25	19	18	1	112	88	24	7	4	3	70	61	9	72	61	11
5	Fifth Session,	1849–50	160	109	51	25	17	8	135	92	43	11	7	4	75	56	19	82	58	24
6	Sixth Session,	1850–51	102	66	36	28	17	11	74	49	25	2	2	.....	48	31	17	62	43	19
7	Seventh Session,	1851–52	93	68	25	13	8	5	80	60	20	1	1	.....	63	51	12	67	50	17
8	Eighth Session,	1852	122	78	44	21	7	14	101	71	30				60	47	13	90	64	26
9	Ninth Session,	1852–53	162	83	79	18	9	9	144	74	70				64	31	33	138	71	67
10	Tenth Session,	1853	169	98	71	8	1	7	161	97	64				66	49	17	132	79	53
11	Eleventh Session,	1853–54	175	66	109	15	8	7	160	58	102				61	29	32	42	17	25
12	Twelfth Session,	1854	121	52	69	10	.....	10	111	52	59				52	41	11	20	5	15
13	Thirteenth Session,	1854–55	106	39	67	5	.....	5	101	39	62				43	25	18	31	15	16
14	Fourteenth Session,	1855	93	46	47	7	2	5	86	44	42				39	36	3	55	27	28
15	Fifteenth Session,	1855–56	145	57	88	8	2	6	137	55	82				53	26	27	71	26	45
16	Sixteenth Session,	1856	131	69	62	13	3	10	118	66	52	.....	.....	.....	54	39	15	72	45	27
17	Seventeenth Session,	1856–57	143	82	61	9	7	2	134	75	59	.....	.....	.....	66	46	20	81	45	36
18	Eighteenth Session,	1857	169	93	76	2	.....	2	167	93	74	.....	.....	.....	86	63	23	95	51	44
19	Nineteenth Session,	1857–58	162	77	85	3	1	2	159	76	83	.....	.....	.....	84	47	37	79	38	41
20	Twentieth Session,	1858	196	101	95	9	6	3	187	95	92	.....	.....	.....	102	59	43	91	49	42
21	Twenty-first Session,	1859	232	119	113	49	17	32	183	102	81	.....	.....	.....	111	77	34	76	46	30
22	Twenty-second Sesssion,	1859	181	97	84	23	12	11	158	85	73	.....	.....	.....	90	66	24	75	42	33
	Total		3127	1777	1350	323	169	154	*2804	1608	1196	49	36	13	1468	1044	424	1668	1031	637

Discontinued since the erection of the Normal School Buildings in 1852.

*A very large proportion of these students have attended two or three sessions, so that this number greatly exceeds that of the *different individuals* who have entered the Institution as students.

Abstract No. 1.—Gross Attendance of Students, Weekly Aid Granted, Certificates, &c.—(*Continued.*)

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.		Total Aid Granted.	Attended Formerly.			LEFT.						Received Certificates from Masters.			Received Provincial Certificates.		
							Regularly.			Irregularly.								
			Amount.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total	Male.	Female.
			$ cts.															
1	First Session,	1847–48	842 00	.....	.....	.....	6	6	.....	2	2	.....	51	51	.....	.....	.....	.....
2	Second Session,	1848	1758 00	24	24	.....	46	40	6	6	3	3	68	54	14	.....	.....	.....
3	Third Session,	1848–49	1389 50	17	7	10	24	20	4	6	4	2	62	42	20	.....	.....	.....
4	Fourth Session,	1849	1044 00	24	7	17	53	47	6	10	6	4	40	30	10	.....	.....	.....
5	Fifth Session,	1849–50	1667 00	25	10	15	24	20	4	15	6	9	78	49	29	.....	.....	.....
6	Sixth Session,	1850–51	1755 00	12	5	7	16	12	4	15	11	4	43	26	17	.....	.....	.....
7	Seventh Session,	1851–52	1717 00	6	4	2	34	29	5	3	2	1	43	29	14	.....	.....	.....
8	Eighth Session,	1852	1320 00	9	7	2	16	14	2	11	5	6	45	39	6	.....	.....	.....
9	Ninth Session,	1852–53	2805 00	34	14	20	17	10	7	9	5	4	.....	.....	.....	72	33	39
10	Tenth Session,	1853	2703 00	34	19	15	13	10	3	2	1	1	.....	.....	.....	78	56	22
11	Eleventh Session,	1853–54	939 00	59	21	38	33	17	16	2	.....	2	.....	.....	.....	71	29	42
12	Twelfth Session,	1854	476 00	39	7	32	30	16	14	2	1	1	.....	.....	.....	40	23	17
13	Thirteenth Session,	1854–55	918 00	37	15	22	20	12	8	5	3	2	.....	.....	.....	45	18	27
14	Fourteenth Session,	1855	1159 00	25	11	14	11	9	2	4	2	2	.....	.....	.....	45	28	17
15	Fifteenth Session,	1855–56	1515 00	35	11	24	7	4	3	13	10	3	.....	.....	.....	74	28	46
16	Sixteenth Session,	1856	1495 00	38	17	21	13	5	8	7	5	2	.....	.....	.....	73	48	25
17	Seventeenth Session,	1856–57	1734 00	27	11	16	14	11	3	6	5	1	.....	.....	.....	88	49	39
18	Eighteenth Session,	1857	2030 00	37	16	21	26	19	7	14	11	3	.....	.....	.....	99	53	46
19	Nineteenth Session,	1857–58	1678 00	45	13	32	16	10	6	14	11	3	.....	.....	.....	85	34	51
20	Twentieth Session,	1858	1236 00	60	23	37	20	11	9	21	14	7	.....	.....	.....	107	54	53
21	Twenty-first Session,	1859	1804 00	59	21	38	37	25	12	14	11	3	.....	.....	.....	87	49	38
22	Twenty-second Session,	1859	1147 50	69	41	28	19	14	5	7	7	.....	.....	.....	.....	94	55	39
	Total		34632 50	715	304	411	495	361	134	188	125	63	430	326	110	1058*	557	501

* Of these 1058 Certificates, 247 had either expired or been superseded by others in December, 1859, so that the actual number valid at the close of that year was 811; but of these, 83 were granted to Students in December, 1859, and were therefore not available for that year. The actual number available for 1859 was 728.

TABLE M.—The Normal School for Upper Canada, 1859.—(*Continued.*)

Abstract No. 2.—Countiss from whence Applicants for Admission to the Normal School came.

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.		Stormont, Dundas, and Glengarry.			Prescott and Russell.			Carleton.			Leeds and Grenville.			Lanark and Renfrew.			Frontenac, Lennox, and Addington.			Prince Edward.			Hastings.			Northumberland and Durham.			Peterborough and Victoria.			Ontario.			York and Peel.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session,	1847–48	3	3	...	2	2	...	...	...	...	1	1	...	...	...	...	...	...	...	1	1	...	...	...	...	4	4	.....	4	4	...	3	3	.....	30	30	.....
2	Second Session,	1848	7	6	1	1	1	...	...	...	...	1	1	...	3	3	...	5	5	...	5	5	...	...	...	...	4	4	.....	4	4	...	7	7	.....	40	24	16
3	Third Session,	1848–49	2	2	...	...	...	...	...	...	...	3	3	...	1	1	...	4	3	1	1	1	...	...	...	...	4	4	.....	2	2	...	2	6	3	44	28	16
4	Fourth Session,	1849	1	1	...	...	...	...	2	2	...	3	2	1	4	3	1	8	8	...	4	4	...	1	1	...	7	6	1	1	1	...	7	3	4	38	26	12
5	Fifth Session,	1849–50	1	1	...	...	...	...	...	...	...	9	7	2	4	4	...	3	2	1	4	4	...	1	1	...	3	2	1	2	2	...	18	9	9	49	36	13
6	Sixth Session,	1850–51	...	...	...	3	2	1	1	1	...	...	...	...	2	2	...	4	3	1	5	5	...	...	...	...	5	3	2	...	...	...	.....	.....	.....	32	18	14
7	Seventh Session,	1851–52	...	...	...	1	1	...	2	2	...	2	2	...	4	4	...	3	3	...	7	3	4	5	5	...	6	5	1	...	...	...	.....	.....	.....	17	9	8
8	Eighth Session,	1852	...	...	...	1	...	1	2	2	...	5	5	...	7	7	...	2	2	...	7	5	2	1	1	...	14	10	4	1	1	...	7	5	2	23	11	12
9	Ninth Session,	1852–53	2	2	...	1	...	1	1	1	...	...	...	...	...	...	...	4	3	1	3	2	1	3	3	...	11	6	5	...	...	...	5	3	2	43	21	22
10	Tenth Session,	1853	3	3	...	1	1	...	...	...	...	2	2	...	6	6	...	4	3	1	14	13	1	5	5	...	7	5	2	2	2	...	12	8	4	49	18	31
11	Eleventh Session,	1853–54	3	2	1	...	...	...	...	...	...	1	...	1	2	2	...	3	2	1	2	1	1	6	5	1	5	4	1	3	2	1	15	7	8	57	14	43
12	Twelfth Session,	1854	7	3	4	2	1	1	2	2	...	1	1	...	2	2	...	4	4	...	4	4	...	2	2	...	3	3	.....	3	3	...	7	4	3	44	9	35
13	Thirteenth Session,	1854–55	2	1	1	1	...	1	2	2	...	1	...	1	1	1	...	...	...	...	1	...	1	2	2	...	3	3	.....	1	1	...	7	4	3	39	11	28
14	Fourteenth Session,	1855	2	2	...	1	1	...	...	...	...	4	3	1	4	3	1	...	...	...	5	5	...	1	1	...	4	4	.....	2	2	...	5	5	.....	28	6	22
15	Fifteenth Session,	1855–56	3	...	3	6	3	3	1	1	...	3	2	1	3	2	1	6	1	5	...	...	...	1	1	...	6	4	2	1	1	...	3	1	2	43	15	28
16	Sixteenth Session,	1856	4	3	1	3	2	1	...	...	...	3	2	1	4	3	1	4	4	...	4	2	2	4	3	1	4	3	1	3	3	...	9	7	2	52	19	33
17	Seventeenth Session,	1856–57	4	1	3	...	...	...	1	1	...	1	1	...	3	3	...	6	4	2	2	1	1	2	2	...	4	3	1	...	...	...	4	2	2	45	23	22
18	Eighteenth Session,	1857	3	1	2	5	4	1	3	2	1	3	2	1	8	7	1	9	6	3	5	4	1	2	1	1	5	4	1	3	2	1	3	3	.....	56	20	36
19	Nineteenth Session,	1857–58	2	...	2	1	...	1	5	4	1	1	1	...	5	2	3	3	...	3	1	1	...	...	...	...	5	4	1	...	...	...	2	2	.....	68	27	41
20	Twentieth Session,	1858	2	2	...	1	...	1	4	3	1	3	3	...	3	3	...	2	...	2	2	1	1	2	3	...	6	3	3	3	3	...	6	3	3	79	33	46
21	Twenty-first Session,	1859	3	3	2	1	1	...	5	4	1	1	1	...	9	9	...	1	...	1	1	1	...	...	...	...	6	3	3	6	6	...	7	6	1	94	31	63
22	Twenty-second Session,	1859	3	1	2	...	...	...	2	2	...	1	1	...	6	4	2	...	...	...	6	6	...	1	1	...	12	10	2	4	4	...	10	6	4	69	25	44
	Total		57	29	37	31	19	12	31	27	4	50	41	9	80	70	10	73	51	22	84	69	15	13	10	3	128	97	31	45	43	2	146	94	52	1039	454	585

Abstract No. 3.—Counties from whence Applicants for Admission to the Normal School came.—(*Continued.*)

	Simcoe.			Wentworth.			Halton.			Brant.			Lincoln and Welland.			Haldimand.			Norfolk.			Oxford.			Waterloo.			Wellington.			Grey.			Perth.			Huron and Bruce.			Middlesex.			Elgin.			Kent.			Lambton.			Essex.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	54	40	14	135	48	87	87	40	47	72	37	35	184	98	86	40	25	15	59	43	16	78	44	34	22	17	5	61	26	35	12	6	6	14	10	4	36	25	11	129	71	58	52	41	11	33	18	15	28	18	10	9	5	4
2	2	2		2	2		1	1		2	2		4	4		1	1		1	1		1	1					1	1											1	1		2	2									
3	2	2		4	4		3	3		2	2		14	7	7	1	1		2	2		3	3		1	1		1	1											1	1		2	2									
4	1	1		2	2		2	2		2	2		9	6	3	1	1		2	2		2	2					1	1											1	1		2	2									
5	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
6	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
7	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
8	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
9	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
10	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
11	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
12	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
13	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
14	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
15	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
16	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
17	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
18	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
19	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
20	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
21	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									
22	1	1		2	2		1	1		1	1		5	4	1	1	1		1	1		1	1					1	1											1	1		2	2									

TABLE M.—The Normal School for Upper Canada, 1859.—(*Continued.*)

Abstract No. 3.—Religious Persuasion of the Students attending the Normal School.

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.		Total Number of Students Admitted.			Church of England.			Roman Catholics.			Presbyterians.			Methodists.			Baptists.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session,	1847–48	63	63	.....	14	14	.....	7	7	.....	10	10	.....	22	22	.....	4	4	.....
2	Second Session,	1848	125	98	27	30	24	6	8	7	1	29	21	8	33	27	6	9	7	2
3	Third Session,	1848–49	108	76	32	21	9	12	6	6	.....	20	12	8	42	33	9	6	4	2
4	Fourth Session,	1849	112	88	24	22	15	7	5	4	1	12	10	2	52	41	11	9	6	3
5	Fifth Session,	1849–50	135	92	43	22	16	6	12	9	3	25	20	5	52	34	18	14	5	9
6	Sixth Session,	1850–51	74	49	25	10	8	2	6	2	4	10	9	1	31	20	11	8	4	4
7	Seventh Session,	1851–52	80	60	20	8	7	1	5	2	3	16	16	.....	37	26	11	8	6	2
8	Eighth Session,	1852	101	71	30	17	13	4	7	6	1	20	14	6	34	21	13	10	8	2
9	Ninth Session,	1852–53	144	74	70	22	10	12	6	5	1	28	18	10	69	28	41	10	5	5
10	Tenth Session,	1853	161	97	64	26	18	8	7	4	3	38	22	16	55	32	23	18	11	7
11	Eleventh Session,	1853–54	160	58	102	17	6	11	6	1	5	52	16	36	55	22	33	16	6	10
12	Twelfth Session,	1854	111	52	59	13	5	8	9	3	6	36	17	19	44	20	24	5	5	.....
13	Thirteenth Session,	1854–55	101	39	62	17	7	10	1	.....	1	32	17	15	33	11	22	8	1	7
14	Fourteenth Session,	1855	86	44	42	12	5	7	4	2	2	22	11	11	27	16	11	13	7	6
15	Fifteenth Session,	1855–56	137	55	82	10	3	7	2	1	1	42	15	27	46	18	28	21	10	11
16	Sixteenth Session,	1856	118	66	52	10	5	5	3	2	1	31	16	15	52	31	21	9	5	4
17	Seventeenth Session,	1856–57	134	75	59	12	7	5	1	1	.....	53	33	22	45	24	21	8	5	3
18	Eighteenth Session,	1857	167	93	74	34	15	19	7	4	3	59	33	24	48	27	21	14	10	4
19	Nineteenth Session,	1857–58	159	76	83	25	10	15	2	1	1	49	29	20	53	21	32	18	10	8
20	Twentieth Session,	1858	187	95	92	46	22	24	12	.....	12	52	33	19	52	24	28	13	10	3
21	Twenty-first Session,	1859	183	102	81	28	14	14	4	1	3	64	40	24	56	29	27	22	13	9
22	Twenty-second Session,	1859	158	85	73	23	10	13	5	2	3	52	24	28	55	34	21	12	8	4
	Total		2804*	1608	1196	439	243	196	125	70	55	753	436	317	993	561	432	255	150	105

* A very large proportion of these Students have attended two or three Sessions, so that this number greatly exceeds that of the *different individuals* who have entered the Institution as Students.

Abstract No. 3.—Religious Persuasion of the Students attending the Normal School.—(*Continued.*)

	THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.		Congregationalists.			Lutherans.			Quakers.			Universalists.			Unitarians.			Disciples.			Other Persuasions.		
			Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
1	First Session,	1847–48	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....
2	Second Session,	1848	11	8	3	.....	.....	.....	.....	.....	.....	1	1	.....	1	1	.....	.....	.....	.....	3	2	1
3	Third Session,	1848–49	2	1	1	1	1	.....	1	1	.....	.....	.....	.....	1	1	.....	.....	.....	.....	8	8	.....
4	Fourth Session,	1849	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	6	6	.....
5	Fifth Session,	1849–50	4	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....	4	4	.....
6	Sixth Session,	1850–51	4	3	1	.....	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	1	2
7	Seventh Session,	1851–52	4	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	1	1	.....
8	Eighth Session.	1852	3	2	1	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	6	3
9	Ninth Session,	1852–53	2	2	.....	.....	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	2	2	.....	3	2	1
10	Tenth Session,	1853	3	1	2	.....	.....	.....	4	4	.....	.....	.....	.....	1	.....	1	3	1	2	6	4	2
11	Eleventh Session,	1853–54	7	3	4	.....	.....	.....	3	3	.....	.....	.....	.....	2	1	1	1	.....	1	1	.....	1
12	Twelfth Session,	1854	2	.....	2	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....
13	Thirteenth Session,	1854–55	5	.....	5	.....	.....	.....	2	.....	2	.....	.....	.....	1	1	.....	1	1	.....	1	1	.....
14	Fourteenth Session,	1855	6	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	1	1	.....
15	Fifteenth Session,	1855–56	10	3	7	.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	1	.....	.....	.....	4	4	.....
16	Sixteenth Session,	1856	10	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2	1	.....	.....	.....
17	Seventeenth Session,	1856–57	6	2	4	.....	.....	.....	3	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2	2
18	Eighteenth Session,	1857	3	1	2	.....	.....	.....	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Nineteenth Session,	1857–58	9	2	7	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....
20	Twentieth Session,	1858	6	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	.....	4	4	.....
21	Twenty-first Session,	1859	5	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	3	2	1
22	Twenty-second Session,	1859	4	2	2	.....	.....	.....	2	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	4	3	1
	Total		116	51	65	1	1	.....	26	21	5	2	2	.....	7	4	3	18	14	4	69	55	14

TABLE N.—The other Educational Institutions of Upper Canada, 1859.

MUNICIPALITIES.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.		
	No. of Colleges.	No. of Students.	Annual Income or Legislative Aid.	Amount Received from Fees.	No. of Academies & Private Schools.	No. of Pupils.	No. of Months Open.	No. of Teachers.	Amount Received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total Amount Received from Fees or Legislative Aid.
			$ cts.	$ cts.					$ cts.			$ cts.
Glengarry												
Stormont												
Dundas					1	14	9	2	200 00	1	14	200 00
Prescott					2	42	9	3	250 00	2	42	250 00
Russell												
Carleton												
Grenville					1	20	3	2	500 00	1	20	500 00
Leeds					1	6	6	1	36 00	1	6	36 00
Lanark					2	25	9	2	60 00	2	25	60 00
Renfrew					4	39	18	5	177 50	4	39	177 50
Frontenac												
Addington					6	183	4	8	328 50	6	183	328 50
Lennox												
Prince Edward					2	34	8	2	160 00	2	34	160 00
Hastings					5	58	5	5	82 00	5	58	82 00
Northumberland					2	37	7	2	196 00	2	37	196 00
Durham					5	84	8	5	470 00	5	84	470 00
Peterboro'												
Victoria												
Ontario					1	14	12	1	50 00	1	14	50 00
York					15	180	9	15	554 00	15	180	554 00
Peel												
Simcoe					3	55	10	3	330 00	3	55	330 00
Halton					14	186	10	15	440 00	14	186	440 00
Wentworth					7	56	10	7	370 00	7	56	370 00
Brant					7	154	9	8	85 00	7	154	85 00
Lincoln					2	45		2		2	45	
Welland					1	9	2	1	4 50	1	9	4 50
Haldimand					5	62	10	7	351 00	5	62	351 00
Norfolk					6	105	17	5	176 00	6	105	176 00
Oxford					7	113	6	6	239 00	7	113	239 00
Waterloo					6	58	5	7	607 00	6	58	607 00
Wellington					6	137	8	7	598 00	6	137	598 00
Grey					2	15	3	2	720 00	2	15	720 00
Perth					3	35	5	2	80 00	3	35	80 00
Huron					3	29	7	1	54 40	3	29	54 40
Bruce					1	7	12			1	7	
Middlesex					3	38	7	3	72 00	3	38	72 00
Elgin					5	114	7	5	296 00	5	114	296 00
Kent					2	68	11	2	24 00	2	68	24 00
Lambton					1	18	4	1	8 00	1	18	8 00
Essex					2	45	9	1	63 07	2	45	63 07
Total					133	2085	8	138	7581 97	133	2085	7581 97
CITIES.												
Toronto	* 8	800	30000 00	15200 00	14	500			5400 00	22	1300	100600 00
Hamilton					15	680			6001 80	16	680	6001 80
Kingston	* 2	225	7160 00	14400 00	17	750	11	25	6750 00	19	975	23310 00
London					4	120	12	8	3400 00	4	120	3400 00
Ottawa	* 1	70	1200 00	1200 00	9	270		12		10	340	2400 00
Total	11	1095	38360 00	30800 00	60	2320	11	45	21551 80	71	3415	140711 80

* These statistics are *principally* taken from information obtained in 1856; no official reports being received.

TABLE N.—THE OTHER EDUCATIONAL INSTITUTIONS, &c.—(*Continued.*)

TOWNS.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.		
	No. of Colleges.	No of Students.	Annual Income or Legislative Aid.	Amount Received from Fees.	No. of Academies & Private Schools.	No. of Pupils.	No. of Months Open.	No. of Teachers.	Amount Received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total Amount Received from Fees or Legislative Aid.
			$ cts.	$ cts.					$ cts.			$ cts.
Amherstburgh												
Barrie					4	40	10	6		4	40	
Belleville												
Bowmanville												
Brantford					8	120	10	10	360 00	8	120	360 00
Brockville					4			7		4		
Chatham					5					5		
Clifton					2	20	6	2	50 00	2	20	50 00
Cobourg	* 1	240	750 00	950 00	11	220	11	15	3500 00	12	460	5200 00
Collingwood					3	62	11	3	60 00	3	62	60 00
Cornwall					4	100	10	4	2400 00	4	100	2400 00
Dundas												
Galt					3	38				3	38	
Goderich					4	35	10	4		4	35	
Guelph					5	60	7	5	240 00	5	60	240 00
Lindsay					2	10	3	2		2	10	
Milton												
Niagara					3			2		3		
Oakville					3	42	12	3	278 00	3	42	278 00
Owen Sound												
Paris					1	14	12	1	112 00	1	14	112 00
Perth					2	40	11	3		2	40	
Peterborough												
Picton					4	50	4	3	250 00	4	50	250 00
Port Hope												
Prescott					4	70	12	5	700 00	4	70	700 00
Sandwich	1	38		2000 00						1	38	2000 00
Sarnia					3	60	12	4		3	60	
St. Catharines												
Simcoe												
Whitby												
Windsor					3					3		
Woodstock					8	70	11	8	300 00	8	70	300 00
Total	2	278	750 00	2950 00	86	1051	9	87	8250 00	88	1329	11950 00
VILLAGES.												
Berlin					2	12	11	2	200 00	2	12	200 00
Bradford					3	50	12	3	220 00	3	50	220 00
Brampton					4	50	12			4	50	
Brighton					1	14	9	1	75 00	1	14	75 00
Caledonia					1	10	12	1	80 00	1	10	80 00
Chippewa												
Clinton												
Colborne					2	25		2	160 00	2	25	160 00
Elora												
Embro					1	24	4		168 00	1	24	168 00
Fergus					1			1		1		
Fort Erie												
Hawkesbury					1	24	12	1	63 00	1	24	63 00
Hespeler												
Ingersoll					3	40				3	40	
Iroquois												
Kemptville					2	34	9	3	200 00	2	34	200 00
Kincardine												

TABLE N.—The other Educational Institutions, &c.—(*Continued.*)

VILLAGES.—*Con'td.*	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.		
	No. of Colleges.	No. of Students.	Annual Income or Legislative Aid.	Amount Received from Fees.	No. of Academies & Private Schools.	No. of Pupils.	No. of Months Open.	No. of Teachers.	Amount Received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total Amount Received from Fees or Legislative Aid.
			$ cts.	$ cts.					$ cts.			$ cts.
Mitchell												
Napanee					2	50	12	2		2	50	
Newburgh												
Newcastle					1	30	6	4	500 00	1	30	500 00
New Hamburg												
Newmarket					2	50	12	3		2	50	
Oshawa												
Pembroke												
Portsmouth					2	53	12	2	193 20	2	53	193 20
Preston												
Renfrew												
Richmond												
Smith's Falls					5	88	8	5	450 00	5	88	450 00
Southampton												
St. Mary's					1	20	8	1		1	20	
St. Thomas					3	50	12	3	350 00	3	50	350 00
Stratford					2	32	9	4	800 00	2	32	800 00
Streetsville					1	20	10	2	300 00	1	20	300 00
Thorold					2	50	10	2	500 00	2	50	500 00
Trenton												
Vienna												
Waterloo												
Welland												
Yorkville												
Total					42	726	10	42	4259 20	42	726	4259 20
Total Counties					133	2085	8	138	7581 97	133	2085	7581 97
" Cities	11	1095	83360 00	30800 00	60	2320	11	45	21551 80	71	3415	140711 80
" Towns	2	273	750 00	2950 00	86	1051	9	87	8250 00	88	1329	11950 00
" Villages					42	726	10	42	4259 20	42	726	4259 20
Grand Total	13	1373	89110 00	33750 00	321	6182	9	312	41642 97	334	7555	164502 97
" " 1858	12	1335	89110 00	31750 00	301	6372	9	261	45864 92	313	7707	166724 92
Increase	1	38		2000 00	20			51		21		
Decrease						190			4221 95		152	2221 95

TABLE O.—STATEMENT No. 1.—The Free Public Libraries of Upper Canada, 1859.

THE FREE PUBLIC LIBRARIES, SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			VOLUMES.																		
	Amount of Local Appropriation for 1859.	Amount of Legislative Apportionment for 1859.	Value of Books sent in 1859.	Total No. Vols., sent in 1859.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teachers' Library.	No. of Volumes taken out during the year.	Number of separate applications for Books during the year.
	$ cts.	$ cts.	$ cts.																			
Russell:																						
Clarence, No. 2	40 00	40 00	80 00	142	42	9	7	7	1	4	.....	5	.....	6	1	16	5	2	85	2	260	53
Clarence, No. 3	20 00	20 00	40 00	65	36	2	.....	.....	1	1	4	...	.....	3	...	.....	1	15	.....	2	100	60
Carleton:																						
Gloucester, No. 10	20 00	20 00	40 00	94	26	4	.....	.....	.....	.....	.....	1	1	17	...	2	8	17	16	2	86	N. R.
Huntley, No. 2	10 00	10 00	20 00	45	8	.....	1	7	.....	2	.....	...	.....	4	...	.....	10	3	10	.....	30	14
March, No. 2	5 00	5 00	10 00	25	3	2	.....	1	3	.....	3	...	1	1	...	.....	3	2	6	.....	N. R.	N. R.
Leeds:																						
Elizabethtown, No. 20	10 00	10 00	20 00	46	4	3	.....	4	1	.....	4	...	.....	.....	...	1	5	8	16	.....	40	20
Leeds and Lansdowne, front, No. 16	12 00	12 00	24 00	48	5	3	3	.....	3	.....	5	...	.....	3	13	1	7	4	.....	1	N. R.	N. R.
Lanark:																						
Ramsay, Township	203 50	203 50	407 00	560	106	20	1	3	14	7	24	...	.....	10	...	57	48	98	169	3	3451	409
Renfrew:																						
McNab, No. 4	14 25	14 25	28 50	75	8	4	3	4	5	1	8	4	.....	8	...	10	4	2	12	2	40	N. R.
McNab, No. 6	48 00	48 00	96 00	161	28	13	5	15	8	6	7	1	1	16	...	20	22	16	2	1	217	58
McNab, No. 36; Horton, No. 2	18 25	18 25	36 50	63	28	2	1	.....	.....	.....	1	...	.....	2	...	.....	9	5	14	1	N. R.	N. R.
Addington:																						
Amherst Island, Tp	200 00	200 00	400 00	615	105	19	9	19	16	10	33	4	.....	22	2	94	69	109	100	4	N. R.	N. R.
Hastings:																						
Huntingdon, No. 10	7 25	7 25	14 50	24	.....	.....	.....	2	.....	.....	.....	...	.....	.....	...	6	.....	2	14	.....	N. R.	N. R.
Peterborough:																						
Otonabee, No. 12	24 00	24 00	48 00	123	12	5	3	.....	1	1	7	...	4	3	...	3	3	8	69	4	260	N. R.
Victoria:																						
Fenelon, No. 2	15 00	15 00	30 00	54	21	1	.....	.....	.....	.....	8	...	.....	.....	..	2	5	16	.....	1	30	8
Mariposa, No. 9	28 12	28 12	56 24	79	15	.....	.....	.....	1	5	2	...	.....	.....	...	24	1	31	.....	.....	50	25
Ontario:																						
Uxbridge, No. 5	11 50	11 50	23 00	42	3	4	.....	.....	.....	.....	.....	...	.....	.....	...	6	5	11	12	1	N. R.	N. R.
Uxbridge, No. 8	30 00	30 00	60 00	110	28	.....	.....	.....	4	.....	1	...	.....	7	...	2	8	33	27	.....	190	88

TABLE O.—STATEMENT No. 1—The Free Public Libraries of Upper Canada, 1859.—(*Continued.*)

THE FREE PUBLIC LIBRARIES, SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			VOLUMES.																	
	Amount of Local Appropriation for 1859.	Amount of Legislative Apportionment for 1859.	Value of Books sent in 1859.	Total No. Vols. sent in 1859.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Natural Philosophy.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Manufactures.	Literature.	Voyages.	Biography.	Tales.	Teachers' Library.	No. of Volumes taken out during the year.	Number of separate applications for Books during the year.
	$ cts.	$ cts.	$ cts.																			
York:																						
Vaughan, A. B. C	39 00	39 00	78 00	153	2	4	.....	.....	.....	.....	5	1	2	5	...	12	6	11	102	3	N. R.	N. R.
Vaughan and Markham, No. 1	25 50	25 50	51 00	106	6	3	.....	.....	2	.....	9	...	1	1	...	1	17	.....	66	.....	3185	50
Peel:																						
Albion, No. 5	6 83	6 83	13 66	5	1	1	.....	.....	1	.....	.....	...	.....	.....	...	2	.....	.....	.....	.....	60	N. R.
Simcoe:																						
Reformatory Prison, Penetanguishene	17 00	17 00	34 00	96	24	.....	.....	.....	.....	.....	.....	...	.....	.....	...	3	18	.....	51	.....	.....	.....
Halton:																						
Esquesing, No. 9	30 00	30 00	60 00	91	18	1	1	1	6	.....	8	3	.....	3	...	5	10	19	16	.....	N. R.	N. R.
Lincoln:																						
Gainsborough, No. 3	20 00	20 00	40 00	52	22	1	1	.....	.....	5	6	5	.....	.....	...	1	8	1	.....	2	N. R.	N. R.
Grimsby, No. 2	50 00	50 00	100 00	210	50	20	5	7	.....	.....	15	...	.....	.....	...	31	51	.....	29	2	N. R.	N. R.
Oxford:																						
Nissouri East, No. 12	5 00	5 00	10 00	16	4	.....	.....	.....	.....	.....	3	...	.....	.....	...	1	.....	7	1	.....	N. R.	N. R.
Zorra West, No. 17	20 00	20 00	40 00	66	15	10	2	3	2	.....	.....	3	.....	1	1	3	8	5	13	.....	58	46
Wellington:																						
Garafraxa, No. 1	32 00	32 00	64 00	92	29	12	2	.....	1	3	.....	...	.....	2	...	5	13	6	19	.....	215	56
Garafraxa, No. 2	40 00	40 00	80 00	125	21	8	.....	3	7	4	10	...	1	18	...	9	11	4	28	1	N. R.	553
Garafraxa, No. 4	39 58½	39 58½	79 17	114	40	9	.....	.....	.....	5	6	...	.....	7	...	6	9	30	2	.....	N. R.	336
Garafraxa, No. 9	30 03	30 03	60 06	122	45	10	4	24	4	3	7	2	.....	4	...	8	.....	20	10	1	N. R.	212
Peel, No. 1	21 00	21 00	42 00	87	12	12	5	1	5	.....	11	5	.....	5	...	4	4	11	11	1	12	N. R.
Peel, No. 2	51 00	51 00	102 00	186	33	5	1	7	1	2	6	1	.....	37	...	23	14	25	27	4	N. R.	N. R.
Pilkington, No. 1	76 12½	76 12½	152 25	283	28	32	8	17	2	3	12	2	.....	22	...	37	26	43	28	23	600	200
Puslinch, No. 6	19 00	19 00	38 00	66	8	.....	.....	3	1	6	5	...	.....	.....	...	14	4	18	7	.....	216	100
Grey:																						
Derby Township	100 00	100 00	200 00	272	47	14	1	6	2	.....	17	1	.....	16	7	49	23	44	39	6	N. R.	N. R.
Glenelg, No. 3	12 00	12 00	24 00	64	23	2	.....	.....	1	2	1	1	.....	1	...	12	2	14	5	.....	356	N. R.
Osprey Township	57 10	57 10	114 20	221	28	16	12	15	.....	4	14	...	.....	3	...	13	15	30	62	9	N. R.	N. R.

Perth :																						
Easthope, South, No. 6	10 00	10 00	20 00	40	19	5	.....	2	.....	.....	.....	...	.....	1	...	.....	1	10	2	.....	30	30
Wallace Township	100 00	100 00	200 00	311	101	24	.....	.....	6	1	5	...	2	11	...	54	44	19	41	3	N. R.	N. R.
Huron :															...							
Ashfield, No. 5	13 00	13 00	26 00	48	10	4	2	.....	2	1	.....	...	.....	3	...	1	6	11	8	.....	47	30
Howick, No. 5	5 00	5 00	10 00	15	6	.....	.....	.....	.....	2	...	...	.....	.....	...	.....	.....	.....	7	.....	37	19
Bruce :																						
Culross, No. 8	8 50	8 50	17 00	62	.....	.....	.....	.....	.....	.....	.....	...	.....	.....	...	.....	.....	.....	62	.....	N. R.	N. R.
Middlesex :																						
Carradoc Township	32 00	32 00	64 00	108	10	13	1	8	2	1	10	...	.....	6	...	17	.....	.....	32	8	529	137
Carradoc, No. 10	5 00	5 00	10 00	2	.....	.....	.....	.....	.....	.....	.....	...	.....	.....	...	2	.....	.....	.....	.....	36	12
Elgin :																						
Bayham, No. 17	8 00	8 00	16 00	55	4	7	1	4	.....	.....	.....	...	.....	.....	1	2	.....	4	32	.....	90	55
Kent:																						
Howard, No. 12	20 00	20 00	40 00	58	18	1	.....	1	1	2	.....	1	.....	2	...	9	8	6	9	.....	346	N. R.
Lambton :																						
Moore, No. 12	38 00	38 00	76 00	145	24	6	2	.....	.....	.....	3	...	.....	17	...	1	33	12	46	1	128	20
Sombra, No.7	20 00	20 00	40 00	71	7	7	1	.....	3	5	.....	3	.....	6	...	4	1	8	26	.....	71	41
Cities :																						
Toronto Model Schools	400 00	400 00	800 00	1639	135	126	34	42	27	12	35	8	4	12	51	191	84	164	690	24	.....	.....
Toronto Model Grammar School	200 00	200 00	400 00	438	152	14	1	13	13	5	13	3	.....	2	7	131	16	45	6	17	.....	.....
Toronto Normal School	400 00	400 00	800 00	703	162	60	9	.....	36	13	28	33	.....	9	8	213	31	60	3	38	.....	.....
Hamilton Central School	50 00	50 00	100 00	157	7	14	6	1	6	4	5	...	.....	.....	...	8	2	15	85	4	1200	800
Kingston	40 00	40 00	80 00	95	26	5	.....	.....	.....	1	4	...	.....	.....	...	24	8	12	14	1	.....	.....
Towns :																						
Brantford, R. C. S. S.	12 00	12 00	24 00	42	20	.....	.....	.....	.....	.....	.....	...	.....	.....	...	4	.....	18	.....	.....	240	240
Brockville Jail	40 00	40 00	80 00	154	10	.....	.....	.....	1	1	3	...	.....	.....	...	10	18	34	77	.....	.....	.....
Guelph Jail	20 00	20 00	40 00	94	6	3	3	3	.....	1	.....	...	1	1	...	1	.....	5	70	.....	.....	.....
Picton Jail	10 00	10 00	20 00	43	.....	.....	.....	...	.....	.....	.....	...	.....	.....	...	.....	.....	.....	43	.....	.....	.....
Sarnia Jail	25 00	25 00	50 00	93	10	.....	1	.....	1	5	.....	...	.....	1	...	3	9	15	48	.....	.....	.....
Town Municipalities :																						
Barrie Grammar School	5 36	5 36	10 72	10	1	6	.....	.....	.....	1	.....	...	.....	1	...	.....	.....	1	.....	.....	.....	.....
Woodstock Jail	19 75	19 75	39 50	82	.....	.....	.....	.....	1	.....	1	...	.....	.....	...	1	1	9	69	.....	.....	.....
Village :																						
Fergus	13 17	13 17	26 34	45	8	7	.....	2	2	1	5	...	.....	1	...	1	9	9	.....	.....	1173	168
Total	2902 82	2902 82	5805 64	9308	1670	553	136	205	194	130	354	87	18	300	91	1160	723	1127	2388	173	.....	....

TABLE O.—STATEMENT No. 1.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1859.—(*Continued.*)

	COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT.						MONEYS.												VOLUMES.										
		Amount of Local Appropriation for 1859.	Amount of Legislative Apportionment for 1859.	Value of Books sent in 1859.	Value of Books sent in former years.	Total value of Books sent.	No. of Libraries exclusive of sub-divisions.	Total number of Volumes in Libraries.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Nat'l Philosophy.	Chemistry.	Agricultural Chemistry.	Agriculture.	Manufactures.
		$ cts.	$ cts.	$ cts.	$ cts.	$ cts.																								
1	Glengarry				200 00	200 00	1	454	46	21	2	1	2	2	2	13	1	33	27
2	Stormont				560 00	560 00	2	1144	170	92	17	49	18	8	13	3	6	39	54
3	Dundas				800 00	800 00	1	1401	216	88	17	35	30	12	20	8	7	70	84
4	Prescott				912 00	912 00	4	1788	351	127	27	70	25	13	18	9	16	101	77
5	Russell	60 00	60 00	120 00	532 37	652 37	4	1270	332	86	20	45	25	11	24	5	1	27	27
6	Carleton	35 60	35 00	70 00	1767 02	1837 02	11	3735	872	215	48	143	91	41	52	13	22	217	155
7	Grenville				836 00	836 00	5	1747	290	129	28	90	42	10	24	20	5	111	94
8	Leeds	22 00	22 00	44 00	758 50	802 50	10	1615	238	111	32	51	28	14	15	5	6	86	53
9	Lanark	203 50	203 50	407 00	3354 80	3761 80	13	8001	1591	521	79	188	163	59	128	34	15	299	238
10	Renfrew	80 50	80 50	161 00	1292 72	1453 72	13	2830	608	206	36	93	66	24	55	27	6	151	95
11	Frontenac				356 27	356 27	3	810	145	91	12	42	14	3	25	1	2	49	31
12	Addington	200 00	200 00	400 00		400 00	1	615	105	19	9	19	16	10	33	4		22	2
13	Lennox				720 00	720 00	2	1556	235	151	33	66	48	15	36	14	7	93	90
14	Prince Edward				1200 00	1200 00	2	2192	345	172	29	48	39	13	26	12	9	110	105
15	Hastings	7 25	7 25	14 50	2677 34	2691 84	9	5166	849	377	80	139	117	48	90	18	16	232	230
16	Northumberland				4140 00	4140 00	8	8261	1077	584	101	195	151	48	136	68	30	341	410
17	Durham				984 57	984 57	5	2410	331	110	25	77	49	22	18	9	6	76	84
18	Peterboro'	24 00	24 00	48 00	3137 56	3185 56	18	6631	1414	449	66	207	151	59	99	13	16	219	262
19	Victoria	43 12	43 12	86 24	180 00	266 24	4	466	104	15	1	14	3	8	13	1	4	31	9
20	Ontario	41 50	41 50	83 00	3940 12	4023 12	14	6982	1355	607	89	142	265	77	89	49	25	420	228
21	York	64 50	64 50	129 00	7510 63	7639 63	17	14712	2421	1096	154	417	351	138	300	95	99	574	676
22	Peel	6 83	6 83	13 66	4520 00	4533 66	5	8024	1214	639	104	170	157	74	116	67	26	421	372
23	Simcoe	17 00	17 00	34 00	2530 00	2564 00	12	5005	975	404	97	234	88	42	76	44	24	215	282
24	Halton	30 00	30 00	60 00	528 00	588 00	3	1215	198	101	12	38	32	9	29	14	4	98	72
25	Wentworth				1566 00	1566 00	9	3229	474	246	43	120	48	25	44	29	16	152	172
26	Brant				450 00	450 00	2	789	185	43	2	38	3	5	17	4	4	23	14
27	Lincoln	70 00	70 00	140 00	2120 00	2260 00	5	3934	689	279	59	48	79	30	104	43	11	214	249
28	Welland				844 00	844 00	4	1697	197	135	34	45	33	16	17	10	9	79	112

29	Haldimand				3070 10	3070 10	4	5239	802	322	62	102	97	25	71	40	14	188	284
30	Norfolk				672 00	672 00	2	1240	281	105	14	56	28	10	6	9	7	56	45
31	Oxford	25 00	25 00	50 00	4890 00	4940 00	12	9509	1424	649	125	251	215	69	141	74	43	512	488
32	Waterloo				1444 87	1444 87	8	2749	365	147	23	94	73	21	28	7	14	143	89
33	Wellington	308 74	308 74	617 48	1691 43	2308 91	22	4562	884	364	69	135	103	55	96	24	14	236	95
34	Grey	169 10	169 10	338 20	1396 90	1735 10	9	3578	529	210	35	108	74	28	80	14	12	173	129
35	Perth	110 00	110 00	220 00	1760 00	1980 00	10	3938	839	324	54	123	83	30	60	27	19	163	189
36	Huron	18 00	18 00	36 00	3519 60	3555 60	16	7188	1017	474	87	165	119	61	87	41	21	312	210
37	Bruce	8 50	8 50	17 00	164 00	181 00	4	419	58	27	5	10	5	4	4	9	.....	29	5
38	Middlesex	37 00	37 00	74 00	3292 00	3366 00	13	5920	1133	433	90	201	144	64	107	46	53	328	280
39	Elgin	8 00	8 00	16 00	1445 72	1461 72	7	2824	618	220	50	100	105	24	67	30	14	77	104
40	Kent	20 00	20 00	40 00	3090 00	3130 00	13	6257	1240	472	85	158	154	56	147	89	44	370	264
41	Lambton	58 00	58 00	116 00	1953 17	2069 17	12	3860	701	259	31	117	106	32	51	23	17	175	173
42	Essex				1150 00	1150 00	3	2169	446	159	38	47	22	15	34	17	8	91	97
	Total	1667 54	1667 54	3334 08	77957 69	81292 77	322	157131	27358	11279	2024	4491	3462	1330	2598	1082	673	7356	6756
	CITIES.																		
1	Toronto	1000 00	1000 00	2000 00	1823 87	3823 87	4	6032	959	454	94	127	125	43	136	53	7	65	177
2	Hamilton	50 00	50 00	100 00	1580 00	1680 00	1	2489	379	188	44	36	75	29	57	39	5	43	81
3	Kingston	40 00	40 00	80 00	1400 00	1480 00	1	2175	419	145	26	39	43	16	46	9	2	12	116
4	London				800 00	800 00	1	1100	213	22	2	6	22	5	23	14	.....	22	32
5	Ottawa																		
	Total	1090 00	1090 00	2180 00	5603 87	7783 87	7	11796	1970	809	166	208	265	93	262	115	14	142	406
	TOWNS.																		
1	Belleville																		
2	Bowmanville																		
3	Brantford	12 00	12 00	24 00		24 00	1	42	20										
4	Brockville	40 00	40 00	80 00		80 00	1	154	10				1	1	3				
5	Chatham				34 00	34 00	1	75	44										
6	Cobourg				531 50	531 50	1	877	167	70	13	38	22	8	7	6	3	19	66
7	Collingwood				394 92	394 92	1	739	154	76	15	43	6	7	44	4	.....	8	.....
8	Cornwall				200 00	200 00	1	378	87	27	6	22	7	4	5	2	1	10	18
9	Dundas																		
10	Galt				200 90	200 00	1	280	88	23	7	.....	9	7	6	1	.....	9	39
11	Goderich																		
12	Guelph	20 00	20 00	40 00		40 00	1	94	6	3	3	3	.....	1	.....	.....	1	1	.....
13	Lindsay																		
14	Milton																		
15	Niagara																		
16	Oakville																		

TABLE O.—STATEMENT NO. 1.—The Free Public Libraries of Upper Canada, 1859.—(*Continued.*)

	COUNTIES.	THE FREE PUBLIC LIBRARIES, &c.							SUNDAY SCHOOL LIBRARIES.		OTHER PUBLIC LIBRARIES.		COMMON SCHOOL LIBRARIES AS PER FOREGOING COLUMNS.		TOTAL SCHOOLS AND PUBLIC LIBRARIES IN UPPER CANADA.	
		VOLUMES.					MISCELLANEOUS.									
		Literature.	Travels.	Biography.	Tales.	Teachers' Libry.	No. of Volumes read during the year.	No. of inhabitants reading.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
1	Glengarry	40	22	36	211	1	206	58	9	1050	.....	.....	1	454	10	1504
2	Stormont	101	68	126	366	14	N. R.	N. R.	9	1079	2	310	2	1144	13	2533
3	Dundas	187	82	177	361	7	58	56	19	2086	1	82	1	1401	21	3569
4	Prescott	126	80	184	549	15	1976	1289	26	3676	3	1650	4	1788	33	7114
5	Russell	78	108	174	288	19	466	144	10	900	1	800	4	1270	15	2970
6	Carleton	230	259	444	887	46	857	234	27	3478	2	180	11	3735	40	7393
7	Grenville	117	106	170	475	36	335	25	23	2924	1	325	5	1747	29	4996
8	Leeds	84	129	119	624	20	850	138	69	6567	3	350	10	1615	82	8532
9	Lanark	907	596	827	2292	64	5802	1250	56	7000	30	5500	13	8001	99	20501
10	Renfrew	251	216	211	767	18	1190	378	14	1476	3	850	13	2830	30	5156
11	Frontenac	52	51	97	191	4	N. R.	N. R.	30	3683	3	950	3	810	36	5443
12	Addington	94	69	109	100	4	N. R.	N. R.	25	4153	2	580	1	615	28	5348
13	Lennox	169	111	198	273	17	187	96	14	1282	4	350	2	1556	20	3188
14	Prince Edward	278	127	254	593	32	1157	287	38	3943	2	900	2	2192	42	7035
15	Hastings	440	396	597	1472	65	2918	690	22	3500	1	700	9	5166	32	9366
16	Northumberland	751	569	787	2944	69	1978	691	78	9471	5	2580	8	8261	91	20312
17	Durham	197	159	207	1017	23	1099	333	33	4012	3	450	5	2410	41	6872
18	Peterboro'	433	445	852	1903	43	1380	361	29	3150	6	1319	18	6631	53	11100
19	Victoria	56	22	94	87	4	3608	677	17	2270	3	360	4	466	24	3096
20	Ontario	799	549	788	1399	101	2440	244	4	5620	6	2900	14	6982	24	15502
21	York	1487	1122	1569	4079	134	12815	2435	60	10452	23	5645	17	14712	100	30809
22	Peel	876	526	841	2372	49	7645	1609	39	6385	3	680	5	8024	47	15089
23	Simcoe	453	407	547	1067	50	906	180	36	5911	7	2156	12	5005	55	13072
24	Halton	78	67	168	283	12	970	219	33	7630	11	3126	3	1215	47	11971
25	Wentworth	291	234	393	906	36	2086	314	52	7657	9	2366	9	3229	70	13252
26	Brant	91	118	73	166	3	1297	712	35	6382	3	2275	2	789	40	9446
27	Lincoln	426	353	493	820	37	2001	879	31	5427	2	486	5	3934	38	9847
28	Welland	184	122	146	538	20	931	289	41	6599	3	1516	4	1697	48	9812

29	Haldimand	742	308	791	1315	76	1107	315	46	4908	3	2370	4	5239	53	12517
30	Norfolk	146	91	121	258	7	124	N. R.	56	6831	5	1200	2	1240	63	9271
31	Oxford	915	692	1085	2760	66	5451	1396	88	10904	4	660	12	9509	104	21073
32	Waterloo	224	173	312	954	82	1099	168	20	2425	3	960	8	2749	31	6134
33	Wellington	347	406	532	1126	76	5546	1088	47	6361	10	2607	22	4562	79	13530
34	Grey	282	281	361	1215	47	491	96	19	2132	12	1855	9	3578	40	7565
35	Perth	390	306	398	900	33	578	325	34	4141	15	1788	10	3938	59	9867
36	Huron	588	497	784	2657	68	3634	1105	29	3530	15	2059	16	7188	60	12777
37	Bruce	20	29	45	161	8	79	29	14	1479	1	150	4	419	19	2048
38	Middlesex	532	433	761	1260	55	4102	1675	59	7820	12	4692	13	5920	84	18432
39	Elgin	293	142	299	629	52	904	229	54	5503	8	1205	7	2824	69	9532
40	Kent	401	587	669	1451	70	3941	574	34	4614	6	1450	13	6257	53	12321
41	Lambton	356	313	364	1103	39	1816	1197	23	2414	8	1390	12	3860	43	7664
42	Essex	206	189	225	551	24	816	198	11	3350	10	1040	3	2169	24	6559
	Total	14718	11560	17428	43370	1646	.....	.....	1413	194175	254	62812	332	157131	1989	414118
	CITIES.															
1	Toronto	764	465	560	1920	83	11821	11821	10	6000	5	7000	4	6032	19	19032
2	Hamilton	278	222	198	764	51	12000	800	9	4000	4	6129	1	2489	14	12618
3	Kingston	305	169	315	487	26	4600	300	11	4000	2	2800	1	2175	14	8975
4	London	225	79	110	303	22	6670	.....	6	2500	2	1950	1	1100	9	5550
5	Ottawa	.....	.....	.....	.....	.....	.....	.....	5	2200	1	1500	.....	.....	6	3700
	Total	1572	935	1183	3474	182	.....	.....	41	18700	14	19379	7	11796	62	49875
	TOWNS.															
1	Belleville	.....	.....	.....	.....	.....	.....	.....	5	1800	1	900	.....	.....	6	2700
2	Bowmanville	.....	.....	.....	.....	.....	.....	.....	7	3000	1	800	.....	.....	8	3800
3	Brantford	4	.....	18	.....	.....	240	240	7	2000	1	1000	1	42	9	3042
4	Brockville	10	18	34	77	.....	N. R.	N. R.	7	1800	2	2400	1	154	10	4354
5	Chatham	.....	20	10	1	.....	N. R.	N. R.	1	275	1	550	1	75	3	900
6	Cobourg	189	73	116	112	18	N. R.	1745	4	1800	2	850	1	877	7	3527
7	Collingwood	46	62	87	159	28	1554	344	3	750	1	800	1	739	5	2289
8	Cornwall	40	30	40	73	6	N. R.	N. R.	4	600	N. R.	N. R.	1	378	5	978
9	Dundas	.....	.....	.....	.....	.....	.....	.....	7	3000	1	1000	.....	.....	8	4000
10	Galt	49	18	11	12	1	771	230	7	1400	1	953	1	280	9	2633
11	Goderich	.....	.....	.....	.....	.....	.....	.....	5	1000	1	800	.....	.....	6	1800
12	Guelph	1	.....	5	70	.....	N. R.	N. R.	6	3000	1	1560	1	94	8	4654
13	Lindsay	.....	.....	.....	.....	.....	.....	.....	2	240	1	106	.....	.....	3	300
14	Milton	.....	.....	.....	.....	.....	.....	.....	2	800	1	800	.....	.....	3	1600
15	Niagara	.....	.....	.....	.....	.....	.....	.....	4	3000	1	1000	.....	.....	5	4000
16	Oakville	.....	.....	.....	.....	.....	.....	.....	4	520	1	830	.....	.....	5	1350

TABLE O.—STATEMENT No. 1.—The Free Public Libraries of Upper Canada.—(*Continued.*)

	TOWNS.—(*Continued*)	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT.																	
		MONEYS.						VOLUMES.											
		Amount of Local Appropriation for 1859.	Amount of Legislative Apportionment for 1859.	Value of Books sent in 1859.	Value of Books sent in former years.	Total Value of Books sent.	No. of Libraries exclusive of sub-divisions.	Total number of Volumes in Libraries.	History.	Zoology.	Botany.	Natural Phenomena.	Physical Science.	Geology and Mineralogy.	Nat'l Philosophy.	Chemistry.	Agricultural Chemistry.	Agriculture.	Manufactures.
		$ cts.	$ cts.	$ cts.	$ cts.	$ cts.													
17	Owen Sound																		
18	Paris				160 00	160 00	1	296	50	36	7	20	6	9	3	2	2	5	36
19	Perth																		
20	Peterboro'																		
21	Picton	10 00	10 00	20 00		20 00	1	43											
22	Port Hope				200 00	200 00	1	317	31	19	2	20	3	1	2	1		4	9
23	Prescott																		
24	Sandwich																		
25	Sarnia	25 00	25 00	50 00		50 00	1	93	10		1		1	5				1	
26	St. Catharines																		
27	Whitby																		
28	Windsor																		
	Total	107 00	107 00	214 00	1720 42	1934 42	12	3388	667	254	54	146	55	43	70	16	7	57	168
	TOWN MUNICIPALITIES.																		
1	Amherstburgh																		
2	Barrie	5 36	5 36	10 72	200 00	210 72	2	276	67	27	8	17	5	3	2	6		1	18
3	Clifton																		
4	Simcoe				650 00	650 00	1	761	186	44	10	24	11	5	8	4	2	17	15
5	Woodstock	19 75	19 75	39 50		39 50	1	82					1		1				
	Total	25 11	25 11	50 22	850 00	900 22	4	1119	253	71	18	41	17	8	11	10	2	18	33
	VILLAGES.																		
1	Bath																		
2	Berlin				199 50	199 50	1	326	54	29	2	12	4	3	4	2	1	26	33

3	Bradford																	
4	Brampton				200 00	200 00	1	413	92	21	2	10	14	6	6	4	2	14	16
5	Brighton																		
6	Caledonia																		
7	Cayuga																		
8	Chippewa																		
9	Clinton																		
10	Colborne																		
11	Elora				482 00	482 00	1	761	242	31	19	26	27	14	19	3		23	36
12	Fergus	13 17	13 17	26 34	10 80	37 14	1	72	8	8		3	2	1	6			1	
13	Fort Erie																		
14	Hawkesbury																		
15	Hespeler																		
16	Ingersoll				405 30	405 30	1	696	129	46	8	29	19	5	6	8	2	17	41
17	Iroquois																		
18	Kemptville				200 00	200 00	1	246	45	7		1	4	4				12	
19	Kincardine																		
20	Mitchell																		
21	Napanee																		
22	Newburgh																		
23	New Hamburg																		
24	Newcastle																		
25	Newmarket																		
26	Oshawa				400 00	400 00	1	627	105	43	5	19	19	8	9	14	1	8	23
27	Pembroke																		
28	Portsmouth																		
29	Preston				270 20	270 20	1	369	59	36	4	16	28	2	6	1		5	28
30	St. Mary's																		
31	St. Thomas																		
32	Smiths' Falls				413 13	413 13	1	643	118	46	8	22	22	12	31	18	3	11	22
33	Southampton																		
34	Stratford																		
35	Strathroy																		
36	Stirling																		
37	Streetsville																		
38	Thorold																		
39	Trenton																		
40	Vienna																		
41	Waterloo																		
42	Welland																		
43	Yorkville																		
	Total	13 17	13 17	26 34	2580 93	2607 27	9	4152	852	267	48	138	139	56	87	50	9	117	199
	Total for 1859	2902 82	2902 82	5805 64	88712 76	94518 40	354	177586	31100	12680	2310	5024	3938	1530	3028	1273	705	7690	7562
	" 1858	1991 49½	1991 49½	3982 09		88712 76	307	168278	29430	12127	2174	4819	3744	1400	2674	1186	687	7390	7471
	Increase	911 32½	911 32½	1822 65		5805 64	47	9308	1670	553	136	205	194	130	354	87	18	300	91
	Decrease																		

TABLE O.—STATEMENT NO. 1.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1859.—(*Continued.*)

TOWNS.—(*Continued.*)	THE FREE PUBLIC LIBRARIES, &c.							SUNDAY SCHOOL LIBRARIES.		OTHER PUBLIC LIBRARIES.		COMMON SCHOOL LIBRARIES AS PER FOREGOING COLUMNS.		TOTAL SCHOOLS AND PUBLIC LIBRARIES IN UPPER CANADA.	
	VOLUMES.					MISCELLANEOUS.									
	Literature.	Travels.	Biography.	Tales.	Teachers' Lib'ry.	No. of Volumes read during the year.	No. of inhabitants reading.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
17 Owen Sound								7	700	1	600			8	1300
18 Paris	17	32	37	30	4	N. R.	N. R.	6	1500	1	1000	1	296	8	2796
19 Perth								5	1000	1	700			6	1700
20 Peterboro'								3	1400	1	800			4	2200
21 Picton				43		N. R.	N. R.	3	900	3	700	1	43	7	1643
22 Port Hope	42	27	85	56	15	625	250	4	1000	3	780	1	317	8	2097
23 Prescott								5	600	1	100			6	700
24 Sandwich								2	800	1	500			3	1300
25 Sarnia	3	9	15	48		N. R.	N. R.	3	600	1	200	1	93	5	893
26 St. Catharines								7	550	2	1400			9	1950
27 Whitby								3	1200	1	600			4	1800
28 Windsor								2	N. R.	1	350			3	350
Total	351	289	458	681	72			125	35235	34	22079	12	3388	171	60656
TOWN MUNICIPALITIES.															
1 Amherstburgh															
2 Barrie	44	8	19	51		378	198	3	500	1	150	2	276	6	926
3 Clifton								1	375	1	180			2	555
4 Simcoe	163	92	81	92	7	N. R.	N. R.	6	1600	1	260	1	761	8	2621
5 Woodstock	1	1	9	69		N. R.	N. R.	7	2200	1	1500	1	82	9	3782
Total	208	101	109	212	7			17	4675	4	2090	4	1119	25	7884
VILLAGES.															
1 Bath															
2 Berlin	49	15	9	78	4	906	N. R.	4	500	1	700	1	325	6	1525

3	Bradford						60	30	3	500	1	120			4	620
4	Brampton	37	24	24	137	4	200	N. R.	4	600	1	220	1	413	6	1233
5	Brighton								2	450	1	350			3	800
6	Caledonia								4	600	1	120			5	720
7	Cayuga															
8	Chippewa								4	892	1	200			5	1092
9	Clinton						300	50	2	300	2	400			4	700
10	Colborne								1	150	1	120			2	270
11	Elora	73	100	59	75	14	3603	717					1	761	1	761
12	Fergus	1	10	9	23		1173	168	3	1000	1	550	1	72	5	1622
13	Fort Erie						466	N. R.								
14	Hawkesbury						413	40	3	200					3	200
15	Hespeler															
16	Ingersoll	101	59	84	134	8			4	900			1	696	5	1596
17	Iroquois								1	200					1	200
18	Kemptville	106	14	27	26		1944	273	4	1050			1	246	5	1296
19	Kincardine															
20	Mitchell								2	310	1	384			3	694
21	Napanee										1	800			1	800
22	Newburgh															
23	New Hamburg															
24	Newcastle								2	200	1	240			3	440
25	Newmarket								5	1030	2	762			7	1792
26	Oshawa	110	22	60	172	9	2100	N. R.	3	1000	1	650	1	627	5	2277
27	Pembroke								1	100					1	100
28	Portsmouth						20		3	750					3	750
29	Preston	111	17	11	32	12	354	N. R.			1	400	1	369	2	769
30	St. Mary's								4	600	1	600			5	1200
31	St. Thomas								4	1220	1	900			5	2120
32	Smiths' Falls	82	45	78	114	11	709	62	3	1000	1	1130	1	643	5	2773
33	Southampton								3	350	1	200			4	550
34	Stratford								4	1000	1	1000			5	2000
35	Strathroy															
36	Stirling															
37	Streetsville						134	55	3	750	1	400			4	1150
38	Thorold								3	1200	1	400			4	1600
39	Trenton										1	300			1	300
40	Vienna								3	600	1	400			4	1000
41	Waterloo															
42	Welland								2	150	1	200			3	350
43	Yorkville								4	1138	1	650			5	1788
	Total	670	306	361	791	62			88	18740	28	12196	9	4152	125	35088
	Total for 1859	17519	13191	19539	48528	1969			1684	271507	334	118556	354	177586	2372	567649
	" 1858	16359	12468	18412	46140	1797			1623	254489	317	110639	307	168278	2247	533406
	Increase	1160	723	1127	2388	172			61	17018	17	7917	47	9308	125	34243
	Decrease															

TABLE O.—STATEMENT No. 2.

The following is a full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department, from 1853 to 1859, inclusive :

Number of Volumes sent out during the Months of	History.	Zoology.	Botany.	Phenomena, &c.	Physical Science.	Geology, &c.	Natural Philosophy.	Chemistry.	Agricultural Chemistry	Practical Agriculture.	Manufactures.	Literature.	Voyages, &c.	Biography.	Tales and Sketches Practical L.	Teachers' Library.	Prize Books.	Total.
November, 1853	168	62	16	29	15	5	9	6	9	48	36	96	54	126	284	4	.....	961
December "	3990	1540	271	877	511	229	187	126	183	759	708	2604	1087	2791	4894	204	.....	20961
January, 1854	624	279	46	143	34	30	34	29	48	151	98	308	291	435	545	34	.....	3120
February "	1290	627	125	275	237	85	106	93	65	348	201	830	528	738	2252	74	.....	7874
March "	362	164	25	62	50	27	22	22	24	103	50	220	182	225	556	07	.....	2161
April "	174	101	13	34	28	13	11	10	8	42	33	115	96	110	348	13	.....	1149
May "	797	472	56	112	98	45	66	40	32	156	145	527	291	597	1468	46	.....	4948
June "	996	476	79	276	95	46	100	41	23	176	306	508	294	478	1286	56	.....	5236
July "	1601	937	159	406	208	81	160	81	38	420	565	812	528	919	2320	70	.....	9305
August "	1028	574	92	199	136	61	106	70	24	411	415	555	447	677	2303	44	.....	7142
September "	1269	596	127	230	132	66	182	79	16	368	665	598	541	710	3751	42	.....	9372
October "	1484	883	183	256	219	110	250	112	28	647	716	685	668	872	2549	65	.....	9727
November "	619	278	74	110	92	47	59	33	8	308	245	422	322	404	1214	47	.....	4282
December "	389	145	51	69	22	25	40	19	7	105	196	184	162	228	715	20	.....	2386
January, 1855	805	392	64	110	214	48	69	50	8	186	162	608	357	468	935	94	.....	4570
February "	174	100	17	65	22	9	12	21	3	62	88	159	134	185	596	20	.....	1667
March "	83	43	12	16	10	6	5	2	.....	32	23	74	49	44	225	15	.....	630
April "	398	160	29	41	48	15	48	18	2	48	130	370	248	359	651	29	.....	2504
May "	724	331	50	69	48	39	86	34	22	291	223	399	338	485	908	53	.....	4100
June "	1047	405	71	95	99	35	108	45	14	355	280	581	607	446	1157	101	.....	5446
July "	428	98	8	24	61	6	39	22	7	105	65	141	153	171	346	30	.....	1704
August "	508	156	37	35	59	11	26	5	6	108	65	298	165	171	277	14	.....	1941
September "	402	36	4	10	16	6	11	.....	2	91	89	208	217	182	314	31	.....	1619
October "	612	211	9	46	53	14	49	4	11	128	165	258	418	391	203	23	.....	2595
November "	194	116	12	32	27	9	24	3	1	40	32	206	153	139	206	19	.....	1213
December "	100	5	5	15	6	2	5	3	.....	6	4	59	87	40	231	3	.....	571
January, 1856	36	36	.....	2	24	9	36	11	3	8	36	22	4	5	2	10	.....	245
February "	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	4	2	10	.....	.....	.....	.....	20
March "	261	41	4	10	27	9	30	16	2	52	44	264	89	135	338	37	.....	1359
April "	137	20	2	21	8	5	2	1	1	30	12	62	41	81	140	8	.....	571
May "	105	10	.....	5	4	1	1	.....	1	18	2	41	41	32	173	.....	.....	434
June "	150	49	14	36	6	5	7	2	2	35	12	74	61	207	108	26	.....	794
July "	230	129	12	83	13	12	11	6	2	46	58	184	154	313	515	22	.....	1796
August "	77	5	.....	6	21	3	9	.....	2	1	7	55	30	29	103	4	.....	351
September "	19	.....	.....	3	.....	.....	.....	.....	.....	1	5	4	.....	11	227	2	.....	272

October "	225	57	30	46	37	3	27	2	1	40	61	54	53	169	284	21	.....	1050
November "	382	104	32	50	35	7	16	5	3	76	116	266	167	378	848	59	.....	2544
December "	870	197	24	135	112	23	65	12	14	111	99	495	369	544	1094	69	.....	4233
January, 1857	691	258	46	51	171	35	66	37	9	130	217	464	304	566	1359	31	57	4492
February "	1049	410	73	110	182	35	98	30	16	274	300	546	347	723	1326	53	15	5587
March "	1386	439	96	146	215	59	136	39	19	323	417	622	684	1023	2957	58	171	8790
April "	177	87	22	48	38	10	29	7	6	99	74	100	98	162	295	9	40	1301
May "	302	108	25	67	34	9	24	4	4	115	32	62	203	195	1073	26	.....	2283
June "	566	172	18	62	57	20	27	1	8	127	99	242	257	319	594	26	250	2845
July "	405	149	23	41	51	18	36	16	1	107	75	115	156	248	539	20	.....	2000
August "	261	75	11	49	35	4	23	.....	1	46	22	90	106	119	342	16	141	1341
September "	125	32	2	9	8	5	9	.....	2	10	14	49	19	40	123	1	119	567
October "	18	9	4	16	5	.....	1	.....	.....	7	5	26	21	47	194	4	198	555
November "	78	9	.....	9	1	.....	.....	.....	.....	3	3	6	9	12	42	.....	.....	172
December "	237	15	1	24	20	.....	6	.....	1	16	16	69	49	62	375	.....	1566	2457
January, 1858	22	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	6	10	8	24	2	269	343
February "	119	44	6	1	16	1	26	11	.....	29	.....	37	99	74	356	21	167	1007
March "	257	63	13	25	28	14	19	.....	.....	34	9	91	110	104	330	5	843	1945
April "	166	61	7	10	8	4	31	8	.....	24	9	46	83	79	234	6	633	1409
May "	40	9	6	5	3	6	19	.....	.....	7	.....	15	18	12	33	.....	624	797
June "	80	19	.....	1	7	4	1	.....	.....	16	.....	116	28	49	90	3	876	1290
July "	88	35	9	23	4	1	.....	.....	.....	17	12	26	53	41	106	.....	503	978
August "	269	124	26	28	6	4	36	.....	.....	.....	.....	119	197	83	347	1	350	1590
September "	118	6	.....	.....	4	12	5	2	.....	14	4	67	77	52	145	.....	465	971
October "	10	.....	.....	.....	2	.....	.....	1	.....	.....	.....	4	12	6	32	2	574	643
November "	358	126	16	54	12	13	68	4	.....	17	6	155	138	158	393	33	630	2181
December "	40	16	3	5	6	2	7	1	2	28	24	31	18	78	95	11	2111	2478
January, 1859	224	78	11	17	9	17	32	7	2	42	.....	104	100	106	91	28	708	1576
February "	520	228	53	59	70	48	98	42	6	69	59	469	225	411	935	69	543	3904
March "	32	20	2	10	7	1	11	3	2	3	1	13	20	16	136	.....	901	1178
April "	49	14	3	1	4	7	3	4	.....	25	.....	14	42	26	81	1	398	672
May "	303	61	17	39	35	17	68	8	.....	40	16	255	108	210	230	30	335	1772
June "	18	15	2	11	5	3	1	2	.....	5	1	3	10	8	42	.....	1281	1407
July "	123	43	16	20	9	11	19	7	1	21	1	60	27	55	225	14	862	1614
August "	113	24	1	3	9	8	24	.....	.....	7	.....	73	32	88	161	3	406	952
September "	108	24	9	25	20	7	33	5	1	29	.....	48	70	80	149	6	455	1069
October "	72	16	12	15	.....	4	14	.....	.....	3	.....	20	33	48	113	9	786	1145
November "	79	23	9	8	16	5	35	6	4	47	.....	71	22	44	107	10	1223	1709
December "	29	5	1	1	8	2	16	3	2	9	.....	39	25	35	131	2	4191	4499
Total to 31st December, 1859	31296	12656	2296	5026	3934	1533	3048	1271	707	7655	7577	17615	13246	19022	48231	1976	22691	200380

Deduct volumes returned for Exchange, &c.....	616
	199764
Volumes sent to Mechanics' Institutes, &c., not included in the above	4093
Grand Total Library Books, &c., despatched to 31st December, 1859.....	203857

TABLE O.—STATEMENT No. 2.—(*Continued.*)

The Mechanics' Institutes* which have received Libraries from the Depository, and the Number of Volumes sent to each, are, in Alphabetical order, as follows :

	Vols.	*Years.*		*Vols.*	*Years.*
Baltimore	75	1858	Thorold	300	1858
Berlin	158	1855	Toronto	275	1856
Chatham	313	1853–4	Vankleekhill	106	1858
Cobourg	350	1856	Whitby	263	1857–8–9
Collingwood	46	1857			
Drummondville	6	1859			
Fonthill	137	1858			
Lindsay	106	1858	Total	3347	
Guelph	372	1853–4	Books were also sent to Leeds and Grenville Agricultural Society	208	1855
Huntingdon, C. E.	150	1855	McGill College, Montreal	200	1857
Milton	68	1858	Sarnia Dialectic Society	82	1858
Napanee	27	1857	Southwold Agricultural Society	23	1856
Newmarket	55	1858–9	Various other institutions, &c.	233	1851–8
Oakville	250	1856			
Port Perry	109	1858			
Smith's Falls	73	1857–8			
St. Catharines	108	1854–6		4093	

* In order to aid these Institutes in the further extension of their Libraries, the following section was inserted in the new draft of Bill, but it was withdrawn :—
26. "It shall be lawful for the Chief Superintendent of Education to assist Mechanics' Institutes, and all other Institutions receiving Legislative aid in Upper Canada, to establish and maintain Libraries, and to procure Maps and school apparatus, upon the same terms as such things are now supplied by the Educational Department to Township and School Municipalities, in proportion to the sums which they have transmitted to him, or may transmit for such purposes; and in the same manner to establish prizes of books and other publications in public schools and other institutions aided by the Legislature."

TABLE O.—STATEMENT No. 3.

ıowing the value of articles sent out from the Educational Depositories from the years 1851 to 1859, inclusive.

Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus, despatched.
	Public Library Books.	Maps, Apparatus and Prize Books.		
	$ cts.	$ cts.	$ cts.	$ cts.
.....	.....	.....	1414 25	1414 25
.....	.....	.....	2981 13	2981 13
.....	.....	.....	4233 14	4233 14
.....	51376 23	.....	5514 18	56890 41
.....	9947 15	4655 53	4389 40	18992 08
.....	7275 82	9320 87	5726 76	22323 45
.....	16200 92	18118 28	6451 20	40770 40
.....	3982 99	11810 28	6972 05	22765 32
.....	5805 64	11905 02	6679 30	24389 96
ıtal	$94588 75	$55809 98	$44361 41	$194760 14

O.—STATEMENT No. 4.—Showing the Value of Books Imported into Canada from the Years 1850-'59.

ving Statistical Table has been compiled from the "Trade and Navigation Re- for the years specified, showing the gross value of books (not maps or school ıus) imported into Canada. This table proves conclusively how incorrect is the ent that the operations of the Educational Depository interfere with the interests booksellers.

Year.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
.....	$101880	$141700	$243580	$ 84
.....	120700	171732	292432	3296
.....	141176	159268	300444	1288
.....	158700	254280	412980	22764
.....	171452	307808	479260	44660
.....	194356	338792	533148	25624
.....	208636	427992	636628	10208
.....	224400	309172	533572	16028
.....	171255	191942	363197	10692
....	139057	184304	323361	5308
	$1631612	$2486990	$4118602	$139952

.—Up to 1854, the "Trade and Navigation Returns" give the value on books t every port in Canada separately; after that year, the Reports give the names incipal ports only, and the rest as "Other Ports." In 1854, the proportion en- Lower Canada was within thirteen per cent of a third part of the whole, and, ly, in compiling this table for the years 1855-1859, the value entered in "Other divided between Upper and Lower Canada, in the proportion of two-thirds to the ad one-third to the latter.

TABLE P.—THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Glengarry:	$ cts.	$ cts.	$ cts.						
Charlottenburgh No. 1	7 75	7 75	15 50	.....	1	1	1	1	1
" Nos. 8 & 20, U.S.S.	6 00	6 00	12 00	1	1	.....	.....	1	1
Lancaster, No. 2	12 00	12 00	24 00	.....	1	1	1	1	.....
Stormont:									
Cornwall Grammar School	11 00	11 00	22 00	.....	.....	.....	.....	.....	.....
" & Charlottenb'gh., Nos. 13&21, USS.	6 25	6 25	12 50	1	1	1	1	1	1
Finch & Winchester, Nos. 6 & 7, U.S.S.	10 00	10 00	20 00	.....	1	1	.....	1	1
Dundas:									
Williamsburgh, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	1
Prescott:									
Hawkesbury West, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Carleton:									
Fitzroy, No. 5	9 25	9 25	18 50	1	1	1	1	1	1
Gloucester, No. 13	5 00	5 00	10 00	1	.....	.....	.....	.....	.....
Gower North, No. 5	7 70	7 70	15 40	.....	1	1	....	.....	1
Huntley, No. 2	5 00	5 00	10 00	1	.....	.....	.....	.....	1
Nepean, No. 3	5 00	5 00	10 00	1	1	.....	.....	1	.....
" No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Osgoode, No. 3	6 00	6 00	12 00	.....	1	.....	.....	.....	1
Ottawa Grammar School	11 48	11 48	22 96	.....	.....	.....	.....	.....	.....
Torbolton, No. 1	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
Grenville:									
Augusta, No. 7	6 25	6 25	12 50	.....	1	.....	.....	1	.....
" No. 17	6 00	6 00	12 00	1	.....	1	1	.....	.....
Edwardsburgh, No. 17	5 05	5 05	10 10	.....	.....	.....	.....	1	1
Oxford, (Rideau,) No. 16	6 25	6 25	12 50	1	1	1	1	2	1
" " No. 17	8 30	8 30	16 60	1	1	1	1	1	.....
Wolford, No. 8	12 00	12 00	24 00	1	1	1	1	1	1
Leeds:									
Bastard, No. 6	6 25	6 25	12 50	1	1	.....	.....	1	1
" No. 8	6 00	6 00	12 00	.....	1	1	.....	1	1
Crosby, North & South, Nos. 1 & 2, U.S.S.	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
Elizabethtown, No. 23	18 00	18 00	36 00	.....	1	1	1	1	1
Lansdowne Rear, No. 3	10 00	10 00	20 00	1	1	1	1	1	1
Leeds & Lansdowne Front, No. 8	10 00	10 00	20 00	.....	1	.....	.....	.....	1
Lanark:									
Bathurst, No. 3	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Lanark Grammar School	8 33	8 33	16 66	.....	1	1	1	1	.....
" No. 5	11 25	11 25	22 50	.....	1	1	1	2	.....
Montague, No. 3	5 25	5 25	10 50	1	1	.....	.....	1	1
Pakenham, No. 1	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
" No. 2	9 00	9 00	18 00	.....	.....	.....	.....	.....	.....
" No. 4	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
Ramsay Township	46 77	46 77	93 54	.....	1	1	1	1	.....
" No. 13	15 00	15 00	30 00	.....	.....	.....	.....	.....	.....
Renfrew:									
McNab, No. 1	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Pembroke, No. 2	13 00	13 00	26 00	1	1	1	1	1	1
" No. 3	11 00	11 00	22 00	1	1	1	1	1	1
Ross, No. 6	20 00	20 00	40 00	1	.....	.....	.....	.....	1
Frontenac:									
Kingston, No. 2	6 00	6 00	12 00	1	1	1	1	1	1
" No. 6	8 00	8 00	16 00	1	1	1	1	2	.....

OF UPPER CANADA, 1859.

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames	Geo. Forms and Solids, (pieces.)	Other School Apparatus, (pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
																			1
																			1
3	2	1																	
																		37	
1				1												15			1
3				1				1									1		1
1				1					1	2						15	19		
																		48	
1		1														15			
	2														70	65			
																15		20	1
		1															3		
																		40	
1									23							15	1		1
																		50	
																		27	
	2															15	5	18	
												18					18	15	
1	2																2		
1		1	1														5		
																15	5		
3	2	1																	1
																	3		
																		41	
				1													3	33	
															30	15	6		1
				1												15	1		1
															30	15	3	38	
3																	1		
			3	1									30		30		2		
																15	2		
																		54	
																		58	
																		94	
3	2	1		2		1	1		23	12						15		37	3
																		100	
																		43	
																		46	
			2					1							30				1
1		1	3	1											70	21	10		1
				1	1							24			30	4	18		13
		1															2		1
																15			

TABLE P.—The Grammar and Common Schools

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS								
	Moneys.			Maps					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Frontenac—(Continued.)	$ cts.	$ cts.	$ cts.						
Kingston, No. 20	7 50	7 50	15 00	1	1	1	.....	1	1
Portland, No. 3	10 00	10 00	20 00	1	1	.....	.....	1	.....
Addington :									
Amherst Island, No. 2	5 00	5 00	10 00	1	1	.....	.....	.....	1
Bath Grammar School	12 00	12 00	24 00	.....	1	1	1	1	.....
Camden East, No. 3	20 50	20 50	41 00	1	1	1	1	1	1
Kaladar, No. 2	5 25	5 25	10 50	.....	.....	.....	.....	1	1
Lennox :									
Fredericksburgh, No. 18	6 00	6 00	12 00	.....	1	1	1	1	.....
Prince Edward :									
Ameliasburgh, No. 6	12 00	12 00	24 00	.....	.....	1	1	1	.....
Hillier, No. 8	7 00	7 00	14 00	1	.....	.....	.....	1	.....
Marysburgh, Nos. 12 & 19, U.S.S.	2 37½	2 37½	4 75	1	.....	.....	.....	.....	.....
Hastings :									
Belleville Grammar School	18 00	18 00	36 00	.....	.....	.....	.....	.....	.....
Madoc, No. 14	26 00	26 00	52 00	.....	.....	.....	.....	.....	.....
Madoc & Rawdon, Tps.	24 00	24 00	48 00	.....	.....	.....	.....	.....	.....
Marmora, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Sidney, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Thurlow, No. 20	10 81	10 81	21 62	.....	.....	.....	.....	.....	1
" No. 22	5 00	5 00	10 00	1	1	.....	.....	1	.....
Tyendinaga, No. 1	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
Northumberland :									
Alnwick, No. 4	13 00	13 00	26 00	1	1	1	1	1	1
Cobourg Grammar School	39 37	39 37	78 74	.....	1	1	1	1	1
Haldimand, No. 2	10 00	10 00	20 00	.....	.....	1	.....	.....	1
" Nos. 3 & 4, U.S.S.	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 8	13 00	13 00	26 00	.....	1	1	1	1	.....
" No. 9	5 00	5 00	10 00	.....	.....	1	1	2	.....
" No. 13	22 13	22 13	44 26	1	1	1	1	1	1
" No. 14	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 20	5 00	5 00	10 00	1	1	1	1	.....	1
" No. 23	5 25	5 25	10 50	1	1	1	1	1	1
Hamilton, No. 12	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 14	5 00	5 00	10 00	1	1	.....	.....	.....	1
Monaghan, South, No. 3	8 25	8 25	16 50	.....	.....	.....	.....	.....	.....
Murray, No. 22	13 75	13 75	27 50	.....	1	1	1	1	1
" No. 29	10 00	10 00	20 00	1	1	1	1	1	1
Percy, No. 2	8 50	8 50	17 00	.....	1	1	1	1	1
" No. 6	10 00	10 00	20 00	1	1	1	1	1	1
" No. 8	5 00	5 00	10 00	1	1	.....	.....	.....	1
Seymour, No. 1	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 4	6 00	6 00	12 00	1	1	.....	.....	.....	1
" No. 7	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Durham :									
Cavan, No. 13	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 15	6 00	6 00	12 00	.....	1	1	.....	.....	1
Clarke, No. 4	20 00	20 00	40 00	1	.....	.....	1	1	.....
" No. 14	23 94	23 94	47 88	1	1	1	1	1	1
Darlington, No. 5	6 53	6 53	13 06	.....	1	1	1	1	.....
" No. 12	7 00	7 00	14 00	.....	1	1	1	2	.....
" No. 13	6 10	6 10	12 20	.....	1	1	.....	1	1
" No. 15	8 64	8 64	17 28	1	1	1	1	1	1
" No. 20	7 00	7 00	14 00	.....	.....	.....	.....	.....	.....

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geo. Forms and Solids, (pieces.)	Other School Apparatus, (pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
1			1													15			1
				1												15			
																			1
3	2	1																	
3			1															44	1
	2															20	8		
			1	2												15	3	27	
			4														2		
																		23	
										26									
																		92	
																		36	
																		47	
			6	1						1									2
									1							15	1		
																		66	
3		1		1													1		1
3	2	7	3	2				1	1	1		8			70			32	1
	1																	65	
				1															
																15	2		
		1	3	2						1		18							1
																		34	
																	5		1
																1			1
																		34	
																			1
				2						1					70		2		
1			1	1					1	1									
																15	2		1
									1						30	15	3		1
								1							40	15			1
																		22	
				1												15			1
																		53	
																		50	
	2																3		
				1								24			70	15		49	
				1						1		30			30				
								1	23			24							2
																	6		
				1						1					30	1			1
																27			1
																		59	

TABLE P.—THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Durham—(Continued.)	$ cts.	$ cts.	$ cts.						
Darlington, No. 21	12 62½	12 62½	25 25	1	1	1	1	1	.....
Hope, No. 3	5 79	5 79	11 58	.....	.....	.....	.....	.....	.....
" No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 8	18 00	18 00	36 00	.....	1	1	1	1	1
Manvers, No. 3	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 4	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
Peterborough:									
Belmont, No. 1	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
" & Dummer, Nos. 1 & 7, U.S.S.	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Otonabee, No. 4	12 00	12 00	24 00	.....	.....	.....	.....	.....	.....
" No. 7	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 8	5 00	5 00	10 00	1	1	.....	.....	1	.....
" No. 9	14 62	14 62	29 24	1	1	1	1	1	1
Smith, No. 9	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Victoria:									
Eldon & Mariposa, No. 1, U.S.S.	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Fenelon, No. 2	5 00	5 00	10 00	.....	.....	.....	.....	.....	1
Mariposa, No. 9	17 88	17 88	35 76	1	1	1	1	1	1
Ontario:									
Brock, No. 2	12 00	12 00	24 00	.....	1	1	1	1	1
" No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 14	8 00	8 00	16 00	.....	1	1	1	1	.....
Mara, Nos. 2 & 3, U.S.S	10 40	10 40	20 80	.....	2	2	2	2	.....
Mara & Rama, No. 8, U.S.S.	12 25	12 25	24 50	1	1	1	1	1	.....
Pickering, No. 1, Union	22 00	22 00	44 00	.....	1	1	1	1	.....
Reach, No. 2	5 25	5 25	10 50	.....	.....	.....	.....	.....	.....
" No. 3	10 00	10 00	20 00	1	1	.....	.....	.....	1
" No. 6	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
" No. 7	7 13	7 13	14 26	.....	.....	.....	.....	.....	.....
" No. 9	12 00	12 00	24 00	.....	1	1	1	1	.....
Thorah, No. 2	5 00	5 00	10 00	.....	.....	.....	1	1	.....
Uxbridge, No. 4	12 00	12 00	24 00	.....	1	1	1	1	.....
" No. 5	14 75	14 75	29 50	.....	1	1	1	1	1
" No. 7	6 50	6 50	13 00	.....	.....	.....	.....	.....	.....
Whitby, No. 3	5 36	5 36	10 72	.....	.....	.....	.....	.....	.....
" No. 4	5 50	5 50	11 00	.....	.....	.....	.....	.....	.....
" No. 12	7 69	7 69	15 38	.....	1	1	1	1	.....
" No. 15	19 19	19 19	38 38	1	1	1	1	1	1
" No. 16	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" East, No. 1	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 2	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 4	5 22	5 22	10 44	.....	.....	.....	.....	.....	.....
" No. 5	30 94	30 94	61 88	.....	1	1	1	1	.....
York:									
Etobicoke, No. 1	12 50	12 50	25 00	.....	.....	.....	.....	.....	.....
" No. 8	5 93	5 93	11 86	.....	.....	.....	.....	.....	.....
Gwillimbury, East, No. 2	12 12½	12 12½	24 25	.....	1	1	1	1	.....
" No. 4	20 25	20 25	40 50	1	1	1	1	1	.....
" No. 6	5 00	5 00	10 00	1	1	1	.....	1	1
" North, No. 1	12 00	12 00	24 00	.....	.....	.....	.....	.....	.....
King, No. 14	9 16	9 16	18 32	1	.....	.....	.....	.....	.....
Markham Grammar School	30 75	30 75	61 50	.....	.....	.....	.....	.....	.....
" No. 2	7 00	7 00	14 00	.....	.....	.....	.....	.....	.....

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geo. Forms and Solids, * (pieces.)	Other School Apparatus, (pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
1				2				1	23	1						15			
																		44	
																		34	
3		1													30			49	1
																		41	
																		47	
				1				1		1							1		1
																		50	
																		78	
																		36	
3		1								1						15			
																		31	1
																		49	
1	2															20	15		1
		1	2	1						1									
3	2															15	1		
																		62	
																		43	
3	2	1										24			30	20	3		
															60	30	6		
3																			
3		2	7																
																		55	
1		2														15	2		
																		81	
		1	8	2						1						30			
3	2	1																	
																		* 18	
3	2	1																	
3	2	1														15		48	
																		46	
			2									24	22	30		24			
																		53	
1				2															
		1	5									162							
																		24	
																		27	
																		38	
3				2				1	24							8	2		
		1								1								63	
																		80	
																		31	
			4	2										30					
1			11	1															1
																15			1
																		73	
		1	2	1										30					
1		1								4								69	
				1						1									

TABLE P.—The Grammar and Common Schools

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS							
	Moneys.			Maps				
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
York—(Continued.)	$ cts.	$ cts.	$ cts.						
Markham, No. 10.	7 75	7 75	15 50	1	1	1	1	1	.....
" No. 14	20 81	20 81	41 62	1	1	1	1	1	1
" No. 15	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 16	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 18	7 37	7 37	14 74	.....	.....	.....	.....	.....	.....
Newmarket Grammar School	36 00	36 00	72 00	.....	.....	.....	.....	.....	.....
Scarborough, No. 1	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 2	6 31	6 31	12 62	.....	1	.....	1	1	1
" No. 3	12 38	12 38	24 76	.....	1	1	1	1	.....
" & Pickering, Nos. 4 & 11, U.S.S	18 75	18 75	37 50	1	1	1	1	1	.....
" No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 7	23 69	23 69	47 38	1	1	1	1	1	1
Toronto Grammar School	13 20	13 20	26 40	.....	.....	.....	.....	.....	.....
Vaughan, No. 6	9 38	9 38	18 76	1	1	1	1	1	.....
Weston Grammar School	9 50	9 50	19 00	.....	.....	.....	.....	.....	.....
Whitchurch, No. 2	5 19	5 19	10 38	.....	.....	.....	.....	.....	.....
" No. 4	5 19	5 19	10 38	1	1	1	.....	.....	.....
" No. 8	5 00	5 00	10 00	1	1	1	1	1	.....
" No. 10	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 17	5 59	5 59	11 18	.....	.....	.....	.....	.....	.....
York, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 7	7 40	7 40	14 80	.....	1	1	.....	.....	1
" No. 11	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 16	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Peel:									
Albion, No. 4	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 11	4 76	4 76	9 52	1	1	1	.....	.....	.....
Caledon, No. 4	14 19	14 19	28 38	.....	1	1	1	1	.....
" No. 13	8 00	8 00	16 00	1	1	1	1	1	.....
Chinguacousy, No. 5	7 00	7 00	14 00	.....	.....	.....	.....	.....	.....
" No. 13	5 63	5 63	11 26	.....	.....	.....	.....	.....	.....
" No. 15	10 94	10 94	21 88	1	1	1	.....	1	1
" No. 18	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 19	5 35	5 35	10 70	1	.....	.....	.....	.....	.....
" No. 26	7 05	7 05	14 10	.....	.....	.....	.....	.....	.....
" & Gore of Toronto, Nos. 17 & 3, USS	10 00	10 00	20 00	.....	1	1	1	1	.....
Simcoe:									
Barrie Grammar School	68 42	68 42	136 84	.....	.....	.....	.....	.....	.....
Essa, No. 4	5 25	5 25	10 50	1	1	1	1	1	1
" No. 7	6 75	6 75	13 50	1	1	1	1	1	1
" No. 10	6 50	6 50	13 00	1	1	.....	.....	.....	1
Gwillimbury, West, No. 7	9 17	9 17	18 34	.....	.....	.....	.....	.....	.....
Innisfil, No. 2	9 00	9 00	18 00	1	1	1	.....	.....	1
Medonte, No. 8	15 75	15 75	31 50	1	1	1	1	1	1
Mono, No. 10	8 00	8 00	16 00	1	1	.....	.....	1	.....
" No. 11	5 00	5 00	10 00	.....	1	1	1	1	1
Mulmur, No. 7	7 25	7 25	14 50	1	1	1	1	1	1
Nottawasaga, No. 4	5 00	5 00	10 00	1	1	.....	.....	.....	1
" No. 9	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 11	7 00	7 00	14 00	.....	1	1	1	1	1
" & Osprey, No. 1, U.S.S	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Orillia, No. 2	5 00	5 00	10 00	1	.....	.....	.....	.....	1
Penetanguishene Reformatory Prison	18 13½	18 13½	36 27	.....	.....	.....	.....	.....	1

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Luunarians.	Numeral Frames.	Geo. Forms and Solids, (pieces.)	Other School Apparatus, (pieces.)	Meteorological apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
3			1															38	1
																		68	
																		25	
																		31	
			3							18									
				1					24			18				15			
								1											1
2	2	1						1											
																		62	
																		20	
2		1	2													16	4	53	1
																		52	
		1													30				
			7	1						1		18						29	
		1														15			
																		31	
																		65	
																		33	
																		40	
		2													76		3		1
																		53	
																		49	
					1														
				1						1						15	1		
				1												15			
				1						1									
																	6	32	
																		50	
		2		1				1		1			22			11	1		
																		43	
																15		38	
										2				52			12	119	
																			1
																			1
			1																1
				1						1						5	3		
			1	1												15			1
2	2	1														15	3		
2																	2		
1																25	7		
3																	4		1
																			1
																		82	
																			1
																		44	
1																			1
		8	3	2						6			22	72		70	5		5

TABLE P.—The Grammar and Common Schools

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS									
	Moneys.			Maps						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Simcoe—(Continued.)	$ cts.	$ cts.	$ cts.						
Sunnidale, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Tay & Tiny, No. 1, U.S.S.	5 31	5 31	10 62	1	1	.....	.....	.....	1
" No. 2, "	5 00	5 00	10 00	1	.....	.....	.....	.....	1
Tecumseth, No. 10	9 20	9 20	18 40	1	1	1	1	1	1
Halton :									
Esquesing, No. 1	13 83	13 83	27 66	.....	.....	.....	1	.....	1
" No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 7	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
" No. 9	5 00	5 00	10 00	1	.....	.....	.....	.....	.....
" No. 11	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 12	23 00	23 00	46 00	.....	.....	1	1	1	1
Milton Grammar School	20 00	20 00	40 00	.....	.....	.....	.....	.....	.....
Trafalgar, No. 1	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 9	17 80	17 80	35 60	1	1	1	1	1	1
" No. 16	7 00	7 00	14 00	.....	.....	.....	.....	.....	.....
" No. 18	7 00	7 00	14 00	.....	1	1	1	.....	1
Wentworth :									
Ancaster, No. 6	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 8	17 25	17 25	34 50	.....	.....	.....	.....	.....	.....
" No. 11	5 12	5 12	10 24	.....	.....	.....	.....	.....	.....
Barton, No. 2	5 80	5 80	11 60	.....	1	1	1	1	.....
" No. 5	5 00	5 00	10 00	1	1	.....	.....	.....	1
" & Glanford, No. 3, U.S.S.	13 72	13 72	27 44	.....	.....	.....	.....	.....	1
Beverley, No. 7	7 00	7 00	14 00	1	1	.....	.....	1	1
" No. 23	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" & Ancaster, Nos. 23 & 16, U.S.S.	9 00	9 00	18 00	.....	1	.....	.....	.....	1
Binbrooke, No. 4	16 00	16 00	32 00	.....	1	1	1	1	1
Flamborough, East, No. 6	11 25	11 25	22 50	.....	.....	.....	.....	.....	.....
" " No. 7	5 00	5 00	10 00	1	.....	.....	.....	.....	1
" West, No. 5	12 00	12 00	24 00	.....	.....	.....	.....	.....	.....
Glanford, No. 2	12 27	12 27	24 54	.....	1	1	1	1	.....
" No. 3	17 75	17 75	35 50	.....	1	1	1	1	.....
" No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Saltfleet, No. 5	17 50	17 50	35 00	.....	1	1	1	1	1
Brant :									
Brantford Grammar School	70 00	70 00	140 00	.....	.....	.....	.....	.....	.....
" No. 1, A.	12 64	12 64	25 28	1	1	1	1	1	1
" No. 2	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 3	4 05	4 05	8 10	.....	.....	.....	.....	.....	.....
" No. 5	4 50	4 50	9 00	.....	.....	.....	.....	.....	.....
" No. 13	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Burford, No. 3	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
" No. 7	5 99	5 99	11 98	.....	.....	.....	.....	.....	.....
" No. 8	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
" No. 11	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Dumfries, South, No. 5	13 00	13 00	26 00	1	1	1	1	1	.....
" " No. 6	6 75	6 75	13 50	.....	.....	.....	.....	.....	.....
" " No. 8	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" S. & Beverley, Nos. 13 & 21, U.S.S.	12 00	12 00	24 00	1	1	1	1	1	.....
Oakland, No. 2	20 00	20 00	40 00	.....	1	1	1	1	.....
Scotland Grammar School	12 55	12 55	25 10	.....	.....	.....	.....	.....	.....
Lincoln :									
Clinton, No. 3	5 02	5 02	10 04	.....	.....	.....	.....	.....	.....
Gainsborough, No. 9	9 00	9 00	18 00	1	1	1	1	.....	.....

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geo. Forms and Solids, (pieces.)	Other School Apparatus, (pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36	.....
.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	25	1	.....	1
.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
1	.....	4	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	.....
.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	48	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1	.....	1	.....	1	1	1	23	2	.....	.....	.....	.....	30	.....	1	33	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	97	.....
1	.....	1	1	1	.....	.....	.....	1	.....	.....	.....	24	.....	.....	70	.....	.....	46	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	40	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47	.....
.....	.....	.....	1	.....	1	.....	1	.....	.....	1	.....	.....	.....	.....	70	15	18	44	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	9	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	30	.....	46	70	101	5	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	8	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	77	.....
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	1
3	2	1	.....	2	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	21	2	.....	1
.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	103	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
3	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	15	.....	49	.....
3	.....	1	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
3	3	1	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	15	.....	46	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	1	.....	2	.....	.....	.....	.....	24	.....	1	.....	.....	.....	.....	15	8	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	162	.....	.....	.....	15	5	60	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	.....
.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	1	.....	.....	1	1	.....	1	.....	.....	.....	.....	.....	52	.....	57	.....
.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1	.....	1	.....	.....	.....	1	24	.....	.....	.....	.....	.....	30	15	3	.....	2
3	2	1	.....	.....	.....	.....	.....	.....	1	.....	.....	30	.....	30	30	15	.....	44	.....
.....	.....	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	15	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	.....
.....	.....	.....	1	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	15	7	.....	.....

TABLE P.—The Grammar and Common Schools

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS									
	Moneys.			Maps						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Lincoln—Continued.	$ cts.	$ cts.	$ cts.						
Grantham, No. 7	17 00	17 00	34 00	.....	1	1	1	1	1
Grimsby, No. 1	8 25	8 25	16 50	.....	.....	.....	.....	.....	.....
" No. 10	13 22	13 22	26 44	.....	1	1	1	1	1
Louth, No. 1	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
" & Grantham, No. 1, U.S.S.	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
Niagara Grammar School	21 90	21 90	43 80	.....	.....	.....	.....	.....	.....
" No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
St. Catharines Grammar School	58 54	58 54	117 08	.....	.....	.....	.....	.....	.....
Welland:									
Humberstone, No. 10	14 00	14 00	28 00	1	1	1	1	1	1
Pelham, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	6 50	6 50	13 00	1	1	1	.....	.....	1
Stamford, No. 6	27 58	27 58	55 16	1	1	1	1	2	.....
" No. 7	5 00	5 00	10 00	1	1	1	.....	.....	.....
Haldimand:									
Canborough, No. 3	7 00	7 00	14 00	1	1	1	.....	1	1
" No. 4	5 00	5 00	10 00	1	1	.....	.....	.....	1
Cayuga, North, No. 5	6 57	6 57	13 14	.....	.....	.....	.....	.....	.....
Dunn, No. 4	8 00	8 00	16 00	1	.....	.....	.....	.....	.....
Moulton, No. 3	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
Oneida, No. 1	5 00	5 00	10 00	1	.....	.....	.....	.....	1
" No. 3	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
" No. 6	11 76½	11 76½	23 53	1	1	.....	.....	.....	1
" No. 8	6 00	6 00	12 00	.....	1	1	1	1	1
Seneca, No. 4	5 00	5 00	10 00	1	1	.....	.....	.....	1
Walpole, No. 3	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 5	5 25	5 25	10 50	.....	.....	.....	.....	.....	.....
" No. 6	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 7	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 10	9 25	9 25	18 50	.....	.....	.....	.....	.....	.....
" No. 14	5 25	5 25	10 50	.....	.....	.....	.....	.....	.....
Norfolk:									
Houghton, No. 7	6 00	6 00	12 00	1	1	1	1	1	1
" & Bayham, Nos. 8 & 15, U.S.S.	10 00	10 00	20 00	.....	1	1	1	1	.....
Port Dover Grammar School	22 58	22 58	45 16	1	1	1	1	1	1
Simcoe Grammar School	33 00	33 00	66 00	.....	.....	.....	.....	.....	.....
Townsend, No. 19	5 00	5 00	10 00	.....	.....	.....	.....	.....	1
Woodhouse, No. 2	11 75	11 75	23 50	1	1	1	1	1	1
Oxford:									
Blandford, No. 4	17 87½	17 87½	35 75	.....	1	1	1	1	.....
Blenheim, No. 1	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 8	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 9	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
" No. 14	15 00	15 00	30 00	1	1	1	1	1	1
" No. 16	6 25	6 25	12 50	.....	.....	.....	.....	.....	.....
Dereham, No. 3	10 00	10 00	20 00	.....	1	1	.....	1	1
" No. 8	6 00	6 00	12	1	.....	.....	.....	.....	.....
" No. 12	5 25	5 25	1	.....	.....	.....	.....	.....	.....
Norwich, South, No. 6	12 05	12 05		.....	.....	.....	.....	.....	.....
Oxford, East, No. 4	8 00	8 00		.....	.....	.....	.....	.....	.....
" West, No. 1	8 94	8 94		.....	.....	.....	.....	.....	.....
" " No. 4	18 44	18 44		.....	.....	.....	.....	.....	.....
" N. & Nissouri, East, Nos. 2 & 5, USS	5 00	5 00		.....	.....	.....	.....	.....	.....

TABLE P.—THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Oxford—Continued.	$ cts.	$ cts.	$ cts.						
Zorra, East, No. 8	6 00	6 00	12 00	.....	1	1	1	1	.....
" West, No. 1.	20 00	20 00	40 00	.....	1	1	1	1	.....
" " No. 14	9 25	9 25	18 50	1	1	1	1	1	1
Waterloo:									
Berlin Grammar School	30 00	30 00	60 00	.....	1	1	.....	1	1
Dumfries, North, No. 15	20 00	20 00	40 00	.....	.....	.....	.....	.....	.....
" " No. 17	5 50	5 50	11 00	.....	.....	.....	.....	.....	.....
Galt Grammar School	12 61	12 61	25 22	.....	.....	.....	.....	.....	.....
Waterloo, No. 1	7 00	7 00	14 00	1	1	.....	.....	1	1
" No. 8	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 14	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 20	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 24	5 00	5 00	10 00	1	1	.....	.....	.....	1
Wellesley & Peel, Nos. 2 & 13, U.S.S.	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
" No. 3	9 00	9 00	18 00	1	1	1	.....	1	.....
" No. 7	15 00	15 00	30 00	1	1	1	1	1	1
" No. 8	19 42	19 42	38 84	1	1	1	1	1	1
" No. 12	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
" No. 13	18 50	18 50	37 00	.....	1	1	1	1	1
Wilmot, No. 7	8 25	8 25	16 50	.....	1	1	1	1	.....
Woolwich, No. 3	6 00	6 00	12 00	1	.....	.....	.....	1	.....
" No. 6	5 25	5 25	10 50	.....	.....	.....	.....	.....	.....
" No. 7	33 35	33 35	66 70	.....	1	1	.....	.....	1
" No. 10	5 81	5 81	11 62	1	1	.....	.....	1	1
Wellington:									
Amaranth, No. 3	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Arthur, No. 6	5 61	5 61	11 22	1	1	.....	.....	.....	1
Elora Grammar School	84 75	84 75	169 50	2	1	1	1	1	1
Eramosa, No. 2	5 50	5 50	11 00	1	.....	.....	.....	.....	.....
Erin, No. 3	5 00	5 00	10 00	.....	1	1	.....	1	1
" No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 7	5 95	5 95	11 90	.....	1	.....	.....	1	1
" No. 12	5 00	5 00	10 00	1	1	.....	.....	1	1
Garafraxa, No. 1	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 4	10 50	10 50	21 00	1	1	1	1	1	1
" No. 7	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 9	5 03	5 03	10 06	.....	.....	.....	.....	.....	.....
Guelph Grammar School	29 00	29 00	58 00	.....	.....	.....	.....	.....	.....
" No. 2	9 65	9 65	19 30	1	1	1	1	1	.....
" No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Maryborough, No. 3	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Nichol, No. 1	5 74	5 74	11 48	.....	.....	.....	.....	.....	.....
" No. 2	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 3	17 82	17 82	35 64	.....	1	1	1	1	1
" & Garafraxa, No. 6	16 75	16 75	33 50	.....	1	1	1	1	1
" " No. 8	5 25	5 25	10 50	.....	.....	.....	.....	.....	.....
Peel, No. 8, Union	7 25	7 25	14 50	.....	.....	.....	.....	.....	.....
Pilkington, No. 2	15 40	15 40	30 80	.....	.....	1	1	1	.....
" No. 4	5 25	5 25	10 50	.....	.....	.....	.....	.....	.....
" No. 5	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....
Puslinch, No. 7	6 00	6 00	12 00	1	1	1	1	1	1
" No. 8	15 00	15 00	30 00	.....	.....	.....	.....	.....	.....
" No. 10	10 00	10 00	20 00	1	1	1	1	1	1
Wellington, N. Riding	5 28	5 28	10 56	.....	.....	.....	.....	.....	.....

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Telluriana and Lunarians.	Numeral Frames.	Geo. Forms and Solids, (pieces).	Other School Apparatus (pieces).	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
3	2	1		1						1						15	5		
				1															1
1		4	1	1												10	6	29	1
																		98	
				1				1		1						15	1		
										4							3		
									1						30	15	5		1
																		49	
																		39	
																		53	
																			1
																		39	
		1		1												21	6		
1			1	2				1	23	1							3		
3	2	1		2				1	1								1		
																		55	
3	2	1															1	65	
3	2	1														15			
																		34	
																		42	
		4	3	2				1	12	3									1
																15			
																		51	
										2									1
3		4	23	3		1			23	4								34	
1		1	1																
																			1
																		58	
	2																2		1
															30				1
																		35	
				1												15			1
																		65	
																		41	
																		92	
		1						1							70	15	8		
																		49	
																		46	
																		29	
																		35	
3	2	1								1					46	26		28	1
3	2	1																23	1
																		36	
																		55	
3															30		2	69	
																		41	
																		37	
																15	6		1
					1		1					192		12		21			
																15	6		1
																		38	

TABLE P.—THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS								
	MONEYS.			MAPS					
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Grey :	$ cts.	$ cts.	$ cts.						
Bentinck, No. 6	6 25	6 25	12 50	.....	.....	.....	.....	.....	.....
Collingwood, Tp. (8 schools)	100 00	100 00	200 00	8	8	8	8	8	8
Derby, No. 4	5 05	5 05	10 10	1	.....	.....	.....	.....	1
Euphrasia, No. 13	12 00	12 00	24 00	1	1	1	1	1	.....
Osprey, No. 1	7 15	7 15	14 30	.....	.....	.....	.....	1	1
" No. 2	5 40	5 40	10 80	.....	.....	.....	.....	1	1
" No. 5	5 40	5 40	10 80	.....	.....	.....	.....	1	1
" No. 6	5 40	5 40	10 80	.....	.....	.....	.....	1	1
" No. 7	5 40	5 40	10 80	.....	.....	.....	.....	1	1
" No. 9	5 40	5 40	10 80	.....	.....	.....	.....	1	1
St. Vincent, No. 12	5 25	5 25	10 50	1	.....	.....	.....	.....	1
Sullivan, No. 1	6 00	6 00	12 00	.....	1	1	1	1	1
Sydenham, No. 3	5 00	5 00	10 00	.....	1	.....	.....	.....	1
" No. 12	5 42	5 42	10 84	1	.....	.....	.....	.....	1
" No. 13	5 00	5 00	10 00	1	.....	.....	.....	.....	1
" No. 14	5 00	5 00	10 00	.....	1	1	1	1	1
Perth :									
Blanchard, No. 8	5 00	5 00	10 00	.....	1	.....	.....	.....	.....
" & Downie, No. 2, U.S.S.	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Downie, No. 5	8 50	8 50	17 00	.....	1	1	1	1	1
" No. 6	10 00	10 00	20 00	.....	.....	.....	.....	1	1
" No. 9	8 00	8 00	16 00	.....	1	1	1	1	.....
Easthope, North, No. 2	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" " No. 3	9 25	9 25	18 50	1	1	1	1	1	1
" " No. 4	19 25	19 25	38 50	.....	.....	.....	.....	.....	.....
" " No. 7	6 25	6 25	12 50	1	1	1	.....	1	.....
Elma, No. 4	10 50	10 50	21 00	1	1	1	1	1	1
" No. 9	5 25	5 25	10 50	1	1	1	.....	1	1
Fullarton, No. 2	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	9 35	9 35	18 70	.....	1	1	1	1	.....
" Ellice, & Logan, No. 5, U.S.S.	5 25	5 25	10 50	.....	1	.....	1	.....	.....
Hibbert, No. 6	24 10	24 10	48 20	.....	1	1	1	1	1
Wallace, No. 3	5 00	5 00	10 00	.....	1	1	1	.....	1
" No. 4	10 00	10 00	20 00	.....	1	1	.....	1	1
Huron :									
Biddulph, No. 2	15 00	15 00	30 00	1	1	1	1	1	1
" No. 9	5 00	5 00	10 00	1	1	.....	.....	1	.....
Colborne, No. 3	8 25	8 25	16 50	.....	.....	.....	.....	.....	.....
Goderich Township	45 00	45 00	90 00	2	2	2	4	2	2
" No. 1	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Grey, No. 1	5 25	5 25	10 50	.....	1	.....	.....	.....	1
Hay, No. 2	10 00	10 00	20 00	.....	1	1	1	1	1
" No. 6	7 00	7 00	14 00	1	.....	.....	.....	.....	1
Howick, No. 5	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
McGillivray, No. 4	5 00	5 00	10 00	1	.....	.....	.....	1	1
" No. 11	5 00	5 00	10 00	1	1	.....	.....	.....	1
" No. 13	5 25	5 25	10 50	1	1	.....	.....	1	1
McKillop, No. 2	14 50	14 50	29 00	1	1	1	1	1	.....
Morris, No. 5	5 00	5 00	10 00	1	1	1	1	1	1
" No. 6	8 25	8 25	16 50	1	1	1	1	1	1
Stanley, No. 5	5 00	5 00	10 00	.....	1	1	.....	1	.....
" No. 8	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Tuckersmith, No. 6	8 00	8 00	16 00	.....	.....	.....	.....	.....	.....

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMETNT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunariane.	Numeral Frames.	Geo. Forms and Solids, (pieces.)	Other School Apparatus, (pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	62	.....
8	.....	4	9	8	.....	.....	1	8	48	.....	.....	.....	.....	.....	.....	260	40	.....	8
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	1
2	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	6	.....	.....
1	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.....	24	.....	.....	.....	21	3	.....	.....
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	30	21	1	.....	.....
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	30	21	1	.....	.....
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	30	21	1	.....	.....
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	30	21	1	.....	.....
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	30	21	1	.....	.....
.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	2	.....	1
.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....	1
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	3	.....	1
.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
.....	2	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	30	4	5	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47	.....
3	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	2	1	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....	30	.....	5	.....	.....
3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	52	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	1
.....	.....	.....	.....	2	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	12	1	40	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	3	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	5	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.. ..	38	.....
3	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....
.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	15	7	.....	.....
3	2	1	.....	1	.....	.....	.....	.....	.....	1	.....	150	.....	.....	.....	.....	4	.....	1
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23	1	.....	1
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	54	1
.....	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	3	58	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	17	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....	1
.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	15	1	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	1
.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	44	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	1	.....	1
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	3	.....	1
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	56	.....

TABLE P.—THE GRAMMAR AND COMMON SCHOOLS

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS									
	MONEYS.			MAPS						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Huron—Continued.	$ cts.	$ cts.	$ cts.						
Tuckersmith, No. 8	17 25	17 25	34 50	.....	1	1	1	1	.....
" No. 11	10 00	10 00	20 00	.....	1	1	1	1	.....
" & Stanley, No. 2, U.S S	6 25	6 25	12 50	.....	.....	.....	.....	.....	.....
Usborne, No. 5	13 25	13 25	26 50	.....	1	1	1	1	.....
" No. 6	7 75	7 75	15 50	1	1	1	.....	1	1
" & Blanchard, Nos. 8 & 11, U.S.S.	5 00	5 00	10 00	.....	.....	.....	.....	.....	1
Wawanosh, No. 1, Union	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	8 25	8 25	16 50	1	1	1	1	1	1
Bruce :									
Arran, No. 6	12 00	12 00	24 00	1	1	1	1	1	1
Huron, No. 7	10 00	10 00	20 00	1	1	1	1	1	1
" & Ashfield, No. 4, U.S.S	5 00	5 00	10 00	.....	.....	1	1	.....	.....
Kincardine, No. 3	6 00	6 00	12 00	.....	1	1	.....	1	.....
Saugeen, No. 1	7 02	7 02	14 04	.....	.....	.....	.....	.....	.....
" No. 3	29 74	29 74	59 48	.....	.....	.....	.....	.....	.....
" No. 5	5 00	5 00	10 00	.....	1	1	.....	1	.....
Middlesex :									
Adelaide & Williams, Nos. 1 & 2, U.S.S	20 75	20 75	41 50	.....	1	1	1	1	.....
" No. 2	6 00	6 00	12 00	.....	1	1	.....	1	.....
" No. 10	7 00	7 00	14 00	1	1	.....	.....	1	1
Carradoc, No. 1	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 5	9 00	9 00	18 00	.....	.....	.....	.....	.....	.....
" No. 9	8 25	8 25	16 50	.....	1	.....	.....	1	1
" No. 10	14 43	14 43	28 86	.....	.....	.....	.....	.....	.....
" No. 12	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Ekfrid, No. 3	20 00	20 00	40 00	2	2	2	2	2	1
" No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 5	12 00	12 00	24 00	.....	1	1	1	1	.....
" & Carradoc, No. 2	11 25	11 25	22 50	1	1	1	1	2	1
" & Mosa, Nos. 9 & 6, U.S.S	6 00	6 00	12 00	.....	.....	.....	.....	.....	.....
Lobo, No. 8	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
London, No. 22	10 00	10 00	20 00	1	1	1	.....	.....	.....
Mosa, No. 4	14 00	14 00	28 00	2	1	1	1	1	1
" & Ekfrid, No. 9	13 52	13 52	27 04	...	1	1	1	1	.....
Westminster, No. 3	12 00	12 00	24 00	.....	1	1	1	1	.....
" No. 10	13 20	13 20	26 40	.....	1	1	1	1	1
" No. 15	5 06	5 06	10 12	.....	.....	.....	.....	.....	.....
Elgin :									
Bayham, No. 18	10 28	10 28	20 56	1	1	1	1	1	1
Yarmouth, No. 18	7 12½	7 12½	14 25	.....	.....	.....	.....	.....	.....
Kent :									
Chatham Grammar School	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Harwich, No. 1	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
" No. 6	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Howard, No. 2	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
" No. 2	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Orford, Nos. 3 & 4, U.S.S	44 52	44 52	89 04	2	.....	1	1	1	1
Raleigh, No. 5	17 50	17 50	35 00	.....	1	1	1	1	1
Romney, No. 4	7 00	7 00	14 00	1	.....	.....	.....	1	1
Lambton :									
Bosanquet, No. 5	5 00	5 00	10 00	1	1	1	.....	1	.....
Brooke, No. 9	12 00	12 00	24 00	.....	1	1	1	1	.....
" & Euphemia, Nos. 1 & 9, U.S.S	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Dawn, No. 4	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

MAPS, &c., OF				APPARATUS.									SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geo. Forms and Solids (pieces).	Other School Apparatus (pieces).	Meteorological Apparatus.		Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	.....	50	.....
1	2	1	.....	.....	.....	.....	.....	.....	1	.....	.....		.....	.....	.....	.....	15	6	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	64	.....
3	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....		.....	.....	.....	30	.....	1	37	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	49	.....
.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	3	.....	1
1	.....	.....	.....	1	.....	.....	.....	.....	.....	1	.....		.....	.....	.....	.....	.....	3	.....	1
.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	7	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	3	.....	.....
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	49	.....
1	.....	.....	.....	1	.....	.....	.....	.....	.....	1	.....		162	.....	38	.....	.....	.....	110	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	2	.....	.....
3	2	1	2	2	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	.....	44	.....
.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	6	.....	17	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	59	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	65	.....
.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	3	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	92	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	37	.....
4	.....	.....	3	.....	.....	.....	.....	.....	1	.....	.....		.....	.....	.....	.....	15	7	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	55	.....
3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	41	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	60	.....
1	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	20	2	.....	.....
3	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	7	.....	1
1	2	1	2	.....	.....	.....	.....	1	.....	.....	.....		.....	.....	.....	30	.....	1	.....	.....
3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....
3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	1	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	27	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	70	15	5	.....	1
.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....		.....	.....	.....	.....	21	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	41	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	46	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	47	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	43	.....
1	.....	6	1	1	.....	1	1	1	24	2	.....		54	30	30	.....	23	.....	18	2
3	2	2	2	.....	.....	.....	.....	.....	23	.....	.....		.....	.....	.....	.....	15	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	15	6	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	3	.....	.....
3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	41	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	28	.....

TABLE P.—The Grammar and Common Schools

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS									
	Moneys.			Maps						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Lambton—Continued.	$ cts.	$ cts.	$ cts.						
Dawn & Euphemia, Nos. 5 & 6, U.S.S.	5 00	5 00	10 00	...	...	...	...	...	...
Enniskillen, No. 3	13 00	13 00	26 00	1	1	1	1	1	1
" Township	27 00	27 00	54 00	3	2	2	2	2	2
Euphemia, No. 1	6 01	6 01	12 02	...	...	...	...	...	...
Moore, No. 2	13 00	13 00	26 00	...	...	...	...	...	...
" No. 4	5 00	5 00	10 00	1	1	...	...	...	1
" No. 7	8 33	8 33	16 66	1	1	1	1	1	1
" No. 9	6 25	6 25	12 50	1	1	1	...	1	1
" No. 11	14 25	14 25	28 50	1	...	...	...	1	1
" No. 12	5 00	5 00	10 00	1	...	...	...	1	1
Plympton, No. 2	5 00	5 00	10 00	...	...	...	...	...	...
" No. 4	16 32	16 32	32 64	...	...	...	...	...	...
" No. 12	12 74	12 74	25 48	1	1	1	1	1	1
" No. 13	9 25	9 25	18 50	1	1	1	1	1	1
Sarnia, No. 4	5 00	5 00	10 00	...	...	...	...	...	...
Sombra, No. 7	5 00	5 00	10 00	...	...	...	...	...	1
" No. 8	6 00	6 00	12 00	1	1	...	...	1	1
Warwick, No. 4	5 00	5 00	10 00	1	1	...	...	...	1
" No. 5	8 00	8 00	16 00	1	1	1	1	1	1
Essex :									
Maidstone, No. 4	9 62½	9 62½	19 25	1	1	1	1	1	1
Malden, No. 1	20 00	20 00	40 00	1	1	1	1	1	1
" No. 7	14 18	14 18	28 36	1	1	1	...	...	1
Tilbury, West, No. 3	6 25	6 25	12 50	1	1	1	1	1	1
Windsor Grammar School	22 44	22 44	44 88	...	1	1	1	1	1
Cities :									
Hamilton Central School	21 19	21 19	42 38	...	...	...	...	...	1
Kingston Common Schools	101 12	101 12	202 24	3	1	3	3	3	3
London " "	141 05	141 05	282 10	5	2	2	2	2	...
" R. C. Sep. "	13 00	13 00	26 00	2	2	...	...	2	2
Toronto Common "	85 09	85 09	170 18	...	6	7	3	6	1
" Normal & Model "	52 84½	52 84½	105 69	...	...	...	...	...	...
" Model Gramr. "	106 81½	106 81½	213 63	...	...	...	...	1	...
" R. C. Sep. "	28 43	28 43	56 86	...	2	1	1	...	...
Towns :									
Belleville	7 00	7 00	14 00	...	...	...	...	...	...
Bowmanville United Gramr. & Com. School	12 00	12 00	24 00	...	1	...	...	1	...
Brockville	15 00	15 00	30 00	...	...	...	...	...	...
Chatham	59 79½	59 79½	119 59	3	4	4	...	4	13
Collingwood	24 00	24 00	48 00	...	...	...	...	...	...
Goderich	22 00	22 00	44 00	...	...	...	...	...	...
Guelph	29 15	29 15	58 30	1	...	1	1	1	...
" United Grammar & Common School	5 34	5 34	10 68	...	...	...	...	...	1
Paris " " " "	20 25	20 25	40 50	8	...	...	...	...	...
" Roman Catholic Separate "	5 00	5 00	10 00	1	...	...	...	...	1
Perth	13 20	13 20	26 40	...	...	...	...	...	...
Picton	25 00	25 00	50 00	...	...	...	...	...	...
Port Hope	16 40	16 40	32 80	1	1	1	1	1	1
Prescott	6 00	6 00	12 00	...	...	...	...	...	...
Sarnia United Grammar & Common School	6 04	6 04	12 08	...	...	...	...	...	...
St. Catharines	20 00	20 00	40 00	...	...	...	...	...	...
Town Municipalities :									
Amherstburgh	12 00	12 00	24 00	...	...	...	...	...	...
Barrie	14 94	14 94	29 88	...	...	...	...	...	...

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geo. Forms and Solids, (pieces.)	Other School Apparatus, (pieces.)	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
																		31	
1		1													30	15	4		1
3									1							45	9		2
																		45	
				1		1		1									6		1
																			1
																1			1
																23	4		1
				1		1													1
																			1
																		39	
																		69	
1			1													15			1
																15	2		
																		46	
1				1										24			6		
																15	4		1
																			1
															30				1
3		1						1	24	1								43	1
				1				1								34	2		1
			1													15	3		1
3	2																	40	1
			12							15									1
6		6	18	3				1	25	6		192			60	124	6	11	5
2		2	6	4				4		9								350	
4	14	4										162			120	201		18	
			5							13								125	
		4	2	2						2						15		53	
4	2	1	8							1									2
																		52	
		4								3		162							
																		84	
		2	1	1					25	8		162		30	60	39	18		4
																		147	
																		145	
			2												30			82	
			3														1		1
			1																
		5	10							1								18	
																		112	
				1								18			70			61	
																		40	
																		31	
																		133	
																		73	
																		82	

TABLE P.—The Grammar and Common Schools

MUNICIPALITIES AND SCHOOL SECTIONS.	MAPS, APPARATUS, AND PRIZE BOOKS									
	Moneys.			Maps						
	Local Contribution.	Legislative Apportionment.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.
Villages:	$ cts.	$ cts.	$ cts.						
Berlin	5 44	5 44	10 88	1	.....	.....	1	.....	.....
Bradford	10 57	10 57	21 14	.....	.....	.....	.....	.....	.....
Caledonia	28 00	28 00	56 00	.....	.....	.....	.....	.....	.....
Elora	10 00	10 00	20 00	.....	.....	.....	.....	.....	.....
Embro	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Fergus	22 03	22 03	44 06	.....	.....	.....	.....	.....	.....
Napanee United Gramr. & Com. School	15 66	15 66	31 32	.....	1	1	1	1	.....
Newburgh " " " "	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Newcastle	13 07	13 07	26 14	.....	.....	.....	.....	.....	.....
" United Gramr. & Com. School	59 75	59 75	119 50	.....	.....	.....	.....	.....	1
New Hamburg	32 75	32 75	65 50	1	1	2	1	2	.....
Newmarket Rom. Cath. Sep. School	7 25	7 25	14 50	1	.....	.....	.....	.....	1
Oshawa	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Renfrew	26 00	26 00	52 00	.....	1	1	1	1	1
St. Thomas	9 60	9 60	19 20	.....	.....	.....	.....	.....	.....
" Rom. Cath. Sep. School	5 94	5 94	11 88	1	1	.....	.....	1	1
Streetsville United Gramr. & Com. School	5 00	5 00	10 00	.....	.....	.....	.....	.....	.....
Southampton	7 76½	7 76½	15 53	.....	.....	.....	.....	.....	.....
Total for 1859	5952 51	5952 51	11905 02	204	261	224	189	252	223
Total for 1858	5905 14	5905 14	11810 28	131	227	203	177	201	234
Increase	47 37	47 37	94 74	73	34	21	12	51	.....
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	11
Recapitulation.									
Total for 1855	2327 76½	2327 76½	4655 53	135	142	108	94	106	116
Total for 1856	4660 43½	4660 43½	9320 87	136	266	201	185	222	277
Total for 1857	9059 14	9059 14	18118 28	245	437	353	316	376	421
Total for 1858	5905 14	5905 14	11810 28	131	227	203	177	201	234
Total for 1859	5952 51	5952 51	11905 02	204	261	224	189	252	223
Grand total for five years	27904 99	27904 99	55809 98	851	1333	1089	961	1157	1271

OF UPPER CANADA, 1859.—(*Continued.*)

SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

OF				APPARATUS.								SHEETS OF OBJECT AND TABLET LESSONS.						MISCELLANEOUS.	
Great Britain, Ireland, &c.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Complete Sets of Apparatus.	Orreries.	Tellurians and Lunarians.	Numeral Frames.	Geo. Forms and Solids (pieces).	Other School Apparatus (pieces).	Meteorological Apparatus.	Natural History and Phenomena.	Scriptural History.	Other Object Lessons.	National Tablet Lessons.	Other Tablet Lessons.	Prints and Rules.	No. of Volumes of Prize Books.	Various Articles.
.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	65	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	72	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34	.....
.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	113	.....
1	.....	1	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30	30	5	.....	.. ..
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	.....
.....	.....	3	3	1	1	.....	1	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	2
.....	.....	.....	1	.....	.....	.....	.....	.....	.....	2	.....	162	.....	.....	.....	.....	.....	89	.....
1	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	57	.....
3	2	2	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	.....
.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	12	.....	.....	1
263	132	173	284	135	6	7	13	52	501	243	1 set	2324	126	454	2582	3260	672	12089	218
260	159	143	466	139	13	16	16	57	780	450	3s'ts	2774	264	662	3564	3451	1635	8045	420
3	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4044	.....
.....	27	.....	182	4	7	9	3	5	279	207	2	450	138	110	982	191	963	.....	202
95	.....	41	467	48	14	5	8	26	14	33	.....	3000	1100	30	3000	300	260	.....	152
196	267	78	192	103	14	10	15	40	81	141	.....	5046	1480	316	4726	941	791	.....	959
515	405	330	886	261	38	20	17	95	1057	328	7 sts	6989	3818	2002	7940	1686	3396	2557	381
260	159	143	466	139	13	16	16	57	780	450	3 "	2774	264	662	3564	3451	1635	8045	420
263	132	173	284	135	6	7	13	52	501	243	1 "	2324	126	454	2582	3260	672	12089	218
1329	963	765	2295	686	85	58	69	270	2433	1195	11	20133	6788	3464	21812	9638	6754	22691	21 0

TABLE Q.—The Superannuated or Worn-out Common School Teachers.

No.	Name.	Religious Faith.	Country of Birth.	Residence. (Municipality.)	Cause of Discontinuing Teaching.	Age in 1859.	Years of Teaching in Upper Canada.	Net Amount of Pension paid from 1st Jan'y to 31st Dec'r, 1859, deducting Subscription.	For the Year.
								$ cts.	
1	John McAuley	Church of Scotland	Ireland	Innisfil	Age and Infirmity	77	22	11 75	½ 1859
2	Dead.								
3	Robert Mason	Presbyterian	Scotland	Lanark	Age and Infirmity	79	28	15 50	½ 1859
4	Magnus Swanson	Baptist	Scotland	Markham	Age and Infirmity	76	18	18 50	½ 1858—½ 1859
5	Dead.								
6	Donald Currie	Church of Scotland	Scotland	Aldboro'	Age and Infirmity	71	18	18 50	½ 1858—½ 1859
7	Dead.								
8	John O'Connor	Roman Catholic	Ireland	Charlottenburgh	Age and Infirmity	86	35	39 74	½ 1858—½ 1859
9	Dead.								
10	Dead.								
11	Thos. J. Graffe	Universalist	Ireland	Arthur	Infirmity	52	18	18 50	1859
*12	Donald McDermid	Church of Scotland	Scotland	Cornwall	Age and Infirmity	82	26½	14 56	½ 1859
13	James Benton	Church of Scotland	Scotland	Finch	Infirmity	63	25	27 26	½ 1858—½ 1859
14	Henry Gough	Church of England	Ireland	Burford	Age and Infirmity	74	30	33 50	½ 1858—½ 1859
15	James Breakenridge	Wesleyan Methodist	Upper Canada	Madoc	Infirmity	55	32	54 00	½ 1858—1859
16	John Gillon	Church of Scotland	Scotland	Ramsay	Age and Infirmity	77	25½	41 82	1858—1859
17	Robert C. Mills	Church of England	Ireland	Horton	Age and Infirmity	73	23	24 74	½ 1858—½ 1859
*18	John W. Leonard	Church of England	England	Chatham	Age and Infirmity	66	22	23 50	½ 1858—½ 1859
19	Peter Stewart	Church of Scotland	Scotland	Perth	Age and Infirmity	76	22	23 50	1859
20	David Thompson		Scotland	Niagara	Age and Infirmity	70	38	43 50	1859
21	John Price	Church of England	Ireland	Brockville	Age and Infirmity	67	24	13 00	½ 1859
22	William Gordon	Presbyterian	Ireland	Horton	Age and Infirmity	72	30	33 50	1859
23	Crawford Rainey	Wesleyan Methodist	Ireland	Ernestown	Infirmity	48	17	17 24	1859
24	Benjamin Warren	Church of England	Ireland	Augusta	Age and Infirmity	75	27	14 88	½ 1859
25	Thomas McMaster	Church of England	Ireland	McKillop	Infirmity	63	20	31 50	½ 1858—1859
26	Resumed teaching.								
27	William McEdward	Church of Scotland	Scotland	Lancaster	Age and Infirmity	69	26½	29 12	1859
28	Withdrawn.								
29	George Fieldhouse	Society of Friends	England	Fenelon	Age and Infirmity	73	30	33 50	½ 1858—½ 1859
30	Dead.								
31	John McKenzie	Presbyterian	Scotland	Lancaster	Age and Infirmity	68	17½	17 88	½ 1858—½ 1859

* Died since.

32	Patrick Benson	Roman Catholic	Ireland	Longueuil	Age and Infirmity	78	30	33	50	½ 1858—½ 1859
33	Dead.									
34	Dead.									
35	Francis Foster	Church of England	England	Chinguacousy	Age and Infirmity	78	18	18	50	½ 1858—½ 1858
36	Donald McDonald	Roman Catholic	Scotland	Lochiel	Age and Infirmity	73	13	12	24	½ 1858—½ 1859
*37	John Ker	Church of England	Ireland	Winchester	Age and Infirmity	68	14	6	75	½ 1858
38	James Brenan	Roman Catholic	Ireland	Ennismore	Age and Infirmity	75	35	39	76	1859
39	Dead.									
40	William M. Hynes	Presbyterian	Ireland	Prescott	Age and Debility	65	34	38	50	1859
41	Jane Johnston	Church of England	Ireland	Pelham	Infirmity	55	21	33	39	½ 1858—1859
42	W. R. Thornhill	Church of England	Ireland	Elizabethtown	do	61	22	23	50	1859
43	William Irvine	Church of England	Ireland	Kingston	Age and Infirmity	77	17½	17	88	1859
44	Dead.									
45	John Fletcher	Presbyterian	Scotland	Tilbury, E.	Infirmity	51	18	18	50	1859
46	John B. Emons	Church of England	Upper Canada	Portland	do	63	27	29	74	½ 1858—½ 1859
47	John Nowlan	Church of England	Ireland	Elmsley, N.	Age and Infirmity	68	24	39	00	½ 1858—½ 1859
48	W. P. Huston	Presbyterian	Ireland	Mountain	Age and Infirmity	75	23	24	76	½ 1858—½ 1859
49	George Reynolds	Roman Catholic	Ireland	Camden, E.	Age and Infirmity	64	28½	31	62	1859
50	Dead.									
51	William Martin	Presbyterian	Ireland	Oxford	Age and Infirmity	68	14	13	50	½ 1858—½ 1859
52	Not heard from.									
53	Michael Koen	Roman Catholic	Ireland	Kingston	Age and Infirmity	68	25½	27	88	1859
54	Alexander Miller	Presbyterian	Scotland	Wolford	Age and Infirmity	73	28½	31	62	1859
55	John Donald	Presbyterian	Scotland	Dalhousie	Infirmity	60	20½	10	81	½ 1859
56	Angus McDonell	Roman Catholic	Scotland	Kenyon	Age and Infirmity	64	33½	56	82	½ 1858—1859
57	Resumed teaching.									
58	John Livingston	Presbyterian	Scotland	Dalhousie	Age and Infirmity	68	25½	27	88	1859
59	Gilbert McAulay	Church of Scotland	Scotland	Sunnidale	Age and Infirmity	79	18	9	25	½ 1859
60	Gideon Gibson	Church of England	Ireland	Emily	Age and Infirmity	74	19	29	61	½ 1858—1859
61	William Begg	Presbyterian	Scotland	Goderich	Age and Infirmity	65	17	17	26	½ 1858—½ 1859
62	Dead.									
63	Donald McDonald	Not stated	Scotland	Lochiel	Infirmity	59	14	6	75	½ 1859
64	Henry St. Leger	Church of England	Ireland	London	Age and Infirmity	75	21	22	24	1859
65	Robert Thompson	Church of Scotland	Scotland	Cornwall	Infirmity	55	20	31	50	½ 1858—1859
66	Dead.									
67	Dead.									
68	Patrick McKee	Roman Catholic	Ireland	Osnabruck	Age and Infirmity	86	17	8	63	½ 1859
69	Dead.									
*70	Margaret Jessop	Church of England	Ireland	Elmsley	Loss of Sight and Hearing	71	16	16	00	½ 1858—½ 1859
71	Thomas White	Congregationalist	England	Hawkesbury	Debility	69	23¾	38	52	½ 1858—1859
72	Joshua Webster	Methodist	United States	Brighton	Age and Infirmity	65	22	23	50	1859
73	Norman McLeod	Presbyterian	Scotland	Lochiel	Age and Infirmity	67	16	8	00	½ 1859
74	Samuel P. Stiles	Methodist	United States	Carradoc	Age and Infirmity	75	40	46	00	1859
75	M. Kineborough	Church of England	Ireland	Ernestown	Age and Infirmity	79	31	34	24	½ 1858—½ 1859
76	Dead.									

* Died since.

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.							AMOUNT RAISED FROM LOCAL SOURCES AS AN EQUIVALENT.				Other Moneys raised by Trustees and others for Grammar and Common School purposes.	Total from Local Sources, 1859.	TOTAL.
	For Common School purposes.	For Gram. School purposes.	For Public School Libraries, Maps, Apparatus, and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1859.	For Common School purposes.	For Public School Libraries, Maps, Apparatus, and Prizes.	Subscriptions to the Superannuated Teachers' Fund.	Total from Local Sources as an equivalent.			Grand Total, Legislative Aid and Local Sources, 1859.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Glengarry	2390 97	272 00	25 75	.....	24 00	272 12	2984 84	2207 00	25 75	28 00	2260 75	8816 96	11077 71	14062 55
Stormont	1785 00	.....	16 25	.....	.....	91 20	1892 45	1831 00	16 25	4 00	1851 25	4731 00	6582 25	8474 70
Dundas	2191 00	.....	5 00	40 00	24 00	112 82	2372 82	2191 00	5 00	20 00	2215 00	7344 11	9559 11	11931 93
Prescott	1785 82	632 00	5 00	.....	.....	72 02	2494 84	2040 00	5 00	12 00	2057 00	5127 03	7184 03	9678 87
Russell	785 00	.....	60 00	120 00	.....	.....	965 00	805 00	60 00	.....	865 00	2080 92	2945 92	3910 92
Carleton	3517 20	276 00	85 95	15 00	138 00	75 26	4107 41	3358 00	85 95	12 00	3455 95	13766 41	17222 36	21329 77
Grenville	2347 00	.....	43 85	.....	.....	101 23	2492 08	2312 00	43 85	4 00	2359 85	8960 51	11320 36	13812 44
Leeds	3842 00	184 00	78 25	.....	.....	145 36	4249 61	3797 00	78 25	8 00	3883 25	25780 82	29664 07	33913 68
Lanark	3290 00	384 00	320 10	100 00	41 50	261 01	4396 61	3301 98	320 10	16 00	3638 08	15941 60	19579 68	23976 29
Renfrew	1918 17	117 00	160 50	212 00	24 00	58 24	2489 91	1952 00	160 50	4 00	2116 50	8398 86	10515 36	13005 27
Frontenac	2587 62	.....	31 50	15 00	.....	66 01	2700 13	2614 00	31 50	8 00	2653 50	11663 17	14316 67	17016 80
Addington	2011 86	188 00	242 75	.....	.....	73 75	2516 36	2023 00	242 75	.....	2265 75	8369 37	10635 12	13151 48
Lennox	854 00	.....	6 00	.....	.....	51 48	911 48	978 00	6 00	.....	984 00	4641 61	5625 61	6537 09
Prince Edward	2161 40	200 00	21 37	.....	78 00	221 32	2682 09	2260 00	21 37	.....	2281 37	14071 01	16352 38	19034 47
Hastings	4092 00	.....	91 06	.....	19 50	143 38	4345 94	4033 36	91 06	4 00	4128 42	17916 68	22045 10	26391 04
Northumberland	3790 69	.....	169 88	.....	58 50	50 76	4069 83	3982 00	169 88	.....	4151 88	24010 69	28162 57	32232 40
Durham	3572 00	.....	142 63	.....	106 50	.....	3821 13	3572 00	142 63	12 00	3726 63	26252 62	29979 25	33800 38
Peterborough	2074 00	200 00	78 62	.....	23 00	132 77	2508 39	2514 00	78 62	20 00	2612 62	10767 68	13380 30	15888 69
Victoria	1923 00	210 00	71 00	.....	58 50	157 05	2419 55	1978 00	71 00	.....	2049 00	12199 25	14248 25	16667 80
Ontario	4206 00	200 00	285 68	.....	24 00	.....	4715 68	4206 00	285 68	28 00	4519 68	33973 14	38492 82	43208 50
York[2]	6330 72	1010 00	393 52	.....	122 50	148 13	8004 87	6397 00	393 52	32 00	6822 52	49311 03	56133 55	64138 42
Peel	2866 75	.....	79 75	.....	48 00	159 63	3154 11	2875 00	79 75	20 00	2974 75	19132 39	22107 14	25261 25
Simcoe	4101 25	.....	129 18	75 00	.....	70 28	4375 71	4104 78	129 18	32 00	4265 96	23460 24	27726 20	32101 91
Halton	2203 52	.....	129 63	.....	19 50	62 00	2414 65	2747 00	129 63	4 00	2880 63	14543 42	17424 05	19838 70
Wentworth	3316 64	465 00	169 66	.....	47 00	17 24	4015 54	3266 00	169 66	8 00	3443 66	19111 86	22555 52	26571 06
Brant	2299 00	184 00	127 48	.....	106 50	57 01	2773 99	2610 00	127 48	4 00	2741 48	17699 59	20441 07	23215 06
Lincoln	2052 00	400 00	144 49	.....	42 50	127 88	2766 87	2430 00	144 49	.....	2574 49	14747 20	17321 69	20088 56
Welland	2179 91	167 00	58 08	.....	48 00	44 20	2497 19	2528 00	58 08	24 00	2610 08	15894 88	18505 96	21003 15

Haldimand	2880 00		103 09		24 00	105 75	3112 84	2596 00	103 09	28 00	2727 09	17832 86	20559 95	23672 79
Norfolk	3012 00	282 00	55 33			28 38	3377 71	3004 00	55 33	20 00	3079 33	19806 43	22885 76	26263 47
Oxford	4344 70		196 05		67 50		4608 25	4449 00	196 05	4 00	4649 05	29884 77	34533 82	39142 07
Waterloo	3608 94		190 08		66 00		3865 02	3750 00	190 08		3940 08	24585 07	28525 15	32390 17
Wellington	4329 31		518 72		85 50	42 62	4976 15	4820 00	518 72	28 00	5366 72	23432 71	28799 43	33775 58
Grey	3258 25		358 22		19 50	37 62	3673 59	4220 00	358 22	12 00	4590 22	17809 85	22400 07	26073 66
Perth	3050 00		260 70	40 00	42 50		3393 20	3007 00	260 70	4 00	3271 70	19090 16	22361 86	25755 06
Huron	4845 00		262 25	175 00	71 00	66 02	5419 27	4845 00	262 25	4 00	5111 25	33365 58	38476 83	43896 10
Bruce	2033 50		83 26	52 07	95 00		2263 83	2667 00	83 26		2750 26	13451 03	16201 29	18465 12
Middlesex	5152 70		239 46	20 00	132 00	153 11	5697 27	5167 00	239 46	20 00	5426 46	31665 79	37092 25	42789 52
Elgin	3422 00		25 40		38 00	150 50	3635 90	3424 00	25 40		3449 40	21227 09	24676 49	28312 39
Kent	2574 00		114 02	10 00	134 00	42 00	2874 02	2552 00	114 02		2666 02	14597 14	17263 16	20137 18
Lambton	2274 00		260 15		24 00	34 24	2592 39	2270 10	260 15	8 00	2538 25	21823 71	24361 96	26954 35
Essex	2206 99		50 06	25 00	19 00	39 00	2340 05	2194 61	50 06		2244 67	10929 11	13173 78	15513 83
Total	123465 89	5371 00	5889 72	899 07	1871 50	3471 39	140968 57	127878 83	5889 72	432 00	134200 55	738215 35	872415 90	1013384 47
CITIES.														
Toronto	4620 00	1000 00	126 72		720 00		6466 72	25160 00	126 72		25286 72	13184 05	38470 77	45937 49
Hamilton	2660 00	700 00	71 19		308 50	60 26	3799 95	18500 00	71 19		18571 19	17746 46	36317 65	40117 60
Kingston	1596 00	700 00	141 12			27 88	2465 00	7722 46	141 12	20 00	7883 58	2348 18	10231 76	12696 76
London	1529 00	1200 00	154 05		24 00		2907 05	8370 36	154 05		8524 41	7432 12	15956 53	17863 58
Ottawa	2408 00	750 00	11 48				3169 48	5976 00	11 48		5987 48	4474 16	10461 64	13631 12
Total	12813 00	4350 00	504 56		1052 50	88 14	18808 20	65728 82	504 56	20 00	66253 38	45184 97	111438 35	130246 55
TOWNS.														
Amherstburgh	252 00		12 00				264 00	800 00	12 00		812 00	1449 74	2261 74	2525 74
Barrie	189 00	680 00	88 72				957 72	881 00	88 72		969 72	1253 68	2223 40	3181 12
Belleville	603 00	800 00	25 00				1428 00	3725 00	25 00		3750 00	1906 44	5656 44	7084 44
Bowmanville	231 00	340 00	12 00				583 00	2131 00	12 00		2143 00	901 13	3044 13	3627 13
Brantford	635 00	450 00	82 00				1167 00	4266 92	82 00		4348 92	5650 05	9998 97	11165 97
Brockville	504 00	850 00	15 00			13 00	1382 00	2961 00	15 00	8 00	2984 00	4309 83	7293 83	8675 83
Chatham	414 00	750 00	64 79				1228 79	2426 00	64 79		2490 79	3505 02	5995 81	8224 60
Clifton	102 00						102 00	550 00			550 00	426 91	976 91	1078 91
Cobourg	557 00	600 00	39 37		19 50	99 74	1315 61	1800 00	39 37	4 00	1843 37	1636 21	3479 58	4795 19
Collingwood		200 00	24 00				224 00		24 00		24 00	1730 99	1754 99	1978 99
Cornwall	210 00	884 00	11 00		19 00	29 76	1153 76	1380 00	11 00	12 00	1403 00	876 15	2279 15	3432 91
Dundas	388 00	300 00			19 50		707 50	610 00			610 00	2515 65	3125 65	3833 15
Galt	346 00	642 00	12 61		19 50		1020 11	3596 00	12 61		3608 61	4189 32	7797 93	8818 04
Goderich	357 00	720 00	22 00				1099 00	3400 00	22 00		3422 00	697 87	4119 87	5218 87
Guelph	425 00	550 00	63 49		24 00		1062 49	2049 93	63 49		2113 42	4119 58	6233 00	7295 49

TABLE R.—The Grammar and Common Schools of Upper Canada, 1859.—(*Continued.*)

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.							AMOUNT RAISED FROM LOCAL SOURCE AS AN EQUIVALENT.				Other Moneys raised by Trustees and others, for Grammar and Common School puposes.	Total from Local Sources, 1859.	TOTAL.
	For Common School purposes.	For Gram. School purposes.	For Public School Libraries, Maps, Apparatus, and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1859.	For Common School purposes.	For Public School Libraries, Maps, Apparatus, and Prizes.	Subscriptions to the Superannuated Teachers' Fund.	Total from Local Sources as an equivalent.			Grand Total, Legislative Aid and Local Sources, 1859.
TOWNS.—(*Continued.*)	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Lindsay	179 00	212 00	.....	.....	.....	.....	391 00	100 00	.....	.....	100 00	646 72	746 72	1137 72
Milton	99 00	440 00	20 00	.....	.....	.....	559 00	153 20	20 00	.....	173 20	1447 38	1620 58	2179 58
Niagara	294 00	400 00	21 90	.....	18 50	43 50	777 90	779 33	21 90	.....	801 23	3122 62	3923 85	4701 75
Oakville	165 00	383 00	.....	.....	19 50	.....	567 50	165 00	.....	.....	165 00	2131 19	2296 19	2863 69
Owen Sound	212 00	600 00	.....	.....	.....	.....	812 00	1124 50	.....	.....	1124 50	1971 19	3095 69	3907 69
Paris	294 00	385 00	25 25	.....	.....	.....	704 25	3323 00	25 25	.....	3348 25	852 70	4200 95	4905 20
Perth	273 00	400 00	13 20	.....	43 50	23 50	753 20	1215 00	13 20	4 00	1232 20	5862 99	7095 19	7848 39
Peterboro'	336 00	450 00	25 00	.....	.....	.....	811 00	12272 00	25 00	.....	12297 00	6380 79	18677 79	19488 79
Picton	172 00	472 00	.....	.....	.....	.....	644 00	880 00	.....	.....	880 00	2207 57	3087 57	3731 57
Port Hope	571 00	510 00	16 40	.....	.....	18 50	1115 90	2410 00	16 40	4 00	2430 40	1965 38	4395 78	5511 68
Prescott	252 00	324 00	6 00	.....	.....	38 50	620 50	1000 00	6 00	.....	1006 00	1990 99	2996 99	3617 49
Perth	84 00	.....	.....	.....	.....	.....	84 00	.....	.....	.....	.....	458 00	458 00	542 00
[illegible]	193 00	620 00	6 04	.....	.....	.....	819 04	129 80	6 04	.....	135 84	8598 07	8733 91	9552 95
[illegible]	649 00	200 00	78 54	.....	23 00	.....	950 54	3063 00	78 54	.....	3141 54	4349 54	7491 08	8441 62
[illegible]	252 00	650 00	33 00	.....	.....	.....	935 00	3052 42	33 00	.....	3085 42	788 49	3873 91	4808 91
[illegible]	276 00	496 00	.....	.....	19 50	.....	791 50	2500 00	.....	.....	2500 00	865 00	3365 00	4156 50
[illegible]	244 00	400 00	22 44	.....	.....	27 26	693 70	1650 00	22 44	.....	1672 44	365 24	2037 68	2730 38
[illegible]	336 00	800 00	.....	.....	.....	.....	1136 00	1800 00	.....	.....	1800 00	1538 03	3338 03	4474 03
Total	10094 00	15508 00	739 75	.....	225 50	293 76	26861 01	66194 10	739 75	32 00	66965 85	80710 46	147676 31	174537 32

TABLE R.—The Grammar and Common Schools of Upper Canada, 1859.—(*Continued.*)

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONEYS RAISED BY TRUSTEES, &c.

THE MUNICIPALITIES OF UPPER CANADA.	AMOUNT OF LEGISLATIVE AID.							AMOUNT RAISED FROM LOCAL SOURCES AS AN EQUIVALENT.						TOTAL.
	For Common School purposes.	For Gram. School purposes.	For Public School Libraries, Maps, Apparatus, and Prizes.	To Poor Schools.	To Normal School Students.	To Superannuated Teachers.	Total Legislative Aid, 1859.	For Common School purposes.	For Public School Libraries, Maps, Apparatus, and Prizes.	Subscriptions to the Superannuated Teachers' Fund.	Total from Local sources as an equivalent.	Other Moneys raised by Trustees and others, for Grammar and Common School purposes.	Total from Local Sources, 1859.	Grand Total, Legislative Aid and Local Sources, 1859.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Total Counties	123465 89	5371 00	5889 72	899 07	1871 50	3471 39	140968 57	127878 83	5889 72	432 00	134200 55	738215 35	872415 90	1013384 47
" Cities.....	12813 00	4350 00	504 56	.....	1052 50	88 14	18808 20	65728 82	504 56	20 00	66253 38	45184 97	111438 35	130246 55
" Towns	10094 00	15508 00	739 75	.....	225 50	293 76	26861 01	66194 10	739 75	32 00	66965 85	80710 46	147676 31	174537 32
" Villages	5654 01	6888 00	411 75	.....	102 00	68 62	13124 38	30148 74	411 75	4 00	30564 49	36824 31	67388 80	80513 18
		6469 99	1159 66	.....	15904 38	.....	23683 91	.....	1159 66	.....	1309 54	2439 00	6888 89	31622 80
		Sal. and Con. of Mod. Gram. Schools, (less the fees and $306.82c.) for Apparatus as in next column.....	Normal, Model, and Model Gram. Schools...		For Salaries and Con. of Normal and Model Schools, (less the Model School Fees and $852.84c. for Apparatus as in third column.).....				Nor., Mod., and Model Gram. Schools.....			Model Gram'ar School Fees.....		
			149 88						149 88			3140 35		
			Reform'y Prison, &c.						Reform'y Prison, &c.			Mod. Sch'l Fees, &c....		
Gram. School Inspection..	.....	1050 00	.....	.....	.....	.....	1050 00	.....	.....	.....	.....	.....	.....	.....
Grand Total '1859	152026 90	39636 99	8855 32	899 07	19155 88	3921 91	224496 07	289950 49	8855 32	488 00	299293 81	906514 44	1205808 25	1430304 32
" 1858	132524 13	34295 98	7896 64	1221 00	14108 46	2663 51	192709 72	270503 86	7896 64	462 00	278862 50	876840 78	1155703 28	1348413 00
Increase	19502 77	5341 01	958 68	.....	5047 42	1258 40	31786 35	19446 63	958 68	26 00	20431 31	29673 66	50104 97	81891 32
Decrease	.....	.....	.....	321 93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE S.—Educational Summary for the Year 1859.

MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for Superannuated Teachers, Normal School, Normal School Students, Poor Schools, &c.	GRAND TOTAL.			Balances Unexpended.	Total Amount available for Educational purposes, during 1859.
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1859.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1859.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1859.		Total Number of Educational Institutions.	Total Number of Pupils attending them.	Total Amount expended for Educational purposes during 1859.		
			$ cts.			$ cts.			$ cts.	$ cts.			$ cts.	$ cts.	$ cts.
Glengarry	65	3926	11608 09	1	40	447 00	.....	.....	.....	324 12	66	3966	12379 21	1683 34	14062 55
Stormont	73	4080	8953 47	1	62	1582 31	4	100	2400 00	155 96	78	4242	13091 74	1215 87	14307 61
Dundas	73	4364	9955 91	1	48	611 44	1	14	200 00	196 82	75	4426	10964 17	2496 85	13461 02
Prescott	58	3055	8379 40	2	63	892 50	3	66	313 00	84 02	63	3184	9668 92	891 26	10560 18
Russell	22	957	3332 71	.....	.....	.....	.....	.....	.....	120 00	22	957	3452 71	458 21	3910 92
Carleton	100	6022	17796 24	2	38	883 00	.....	.....	.....	240 26	102	6060	18919 50	2490 27	21329 77
Grenville	86	5625	14746 95	2	111	1093 00	7	124	1400 00	143 73	95	5860	17383 68	3161 77	20545 45
Leeds	153	8906	30974 39	2	86	1679 88	5	6	36 00	174 36	160	8998	32864 63	9760 88	42625 51
Lanark	120	6934	25971 38	4	252	1921 16	9	153	510 00	508 63	133	7339	28911 17	4955 63	33866 80
Renfrew	66	3312	12684 52	1	40	263 00	4	39	177 50	298 24	71	3391	13423 26	672 81	14096 07
Frontenac	86	5031	13825 72	.....	.....	.....	2	53	193 20	89 01	88	5104	14107 93	3689 55	17797 48
Addington	77	4302	15?86 38	2	105	1111 45	6	183	328 50	73 75	85	4590	14700 08	631 45	15331 53
Lennox	43	2243	7597 ??	1	111	1443 16	2	50	.....	88 98	46	2404	9129 87	376 67	9506 54
Prince Edward	85	5211	19476 94	2	90	1750 00	6	84	410 00	299 32	93	5385	21936 26	1239 78	23176 04
Hastings	136	9308	28474 27	2	?95	1240 22	5	58	82 00	166 88	143	9561	29963 37	6490 59	36453 96
Northumberland	127	9081	34679 97	2	105	1999 58	17	536	5631 00	232 50	146	9722	42543 05	3526 20	46069 25
Durham	102	9147	37240 23	3	231	?185 14	6	114	970 00	141 00	111	9492	42536 37	6311 45	48847 82
Peterboro'	58	4737	31305 68	2	106	750 00	.....	.....	.....	175 77	60	4843	32231 45	3146 03	35377 48
Victoria	68	4616	14833 27	2	85	855 00	2	10	.....	215 55	72	4711	15903 82	1901 70	17805 52
Ontario	110	10349	39242 94	3	132	2027 06	1	14	50 00	87 50	114	10495	41407 50	8515 44	49922 94
York	143	13939	52741 00	4	248	3558 21	17	230	554 00	346 13	164	14417	57199 34	12660 69	69860 03
Peel	78	6700	24626 33	2	102	1455 06	5	70	300 00	266 63	85	6872	26648 02	2657 98	29306 00
Simcoe	134	9632	30548 29	3	117	2495 06	13	207	610 00	196 78	150	9956	33850 13	5995 27	39845 40

TABLE S.—Educational Summary for the Year 1859.—(*Continued.*)

MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			Amount expended for Superannuated Teachers, Normal School, Normal School Students, Poor Schools, &c.	GRAND TOTAL.			Balances Unexpended.	Total Amount available for Educational purposes, during 1859.
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1859.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1859.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1859.		Total Number of Educational Institutions.	Total Number of Pupils attending them.	Total Amount expended for Educational purposes during 1859.		
			$ cts.			$ cts.			$ cts.	$ cts.			$ cts.	$ cts.	$ cts.
Halton	56	4927	20559 78	2	128	1633 00	17	228	718 00	105 00	75	5283	23015 78	2584 19	25599 97
Wentworth	80	6401	24544 84	3	103	2225 25	7	56	370 00	91 74	90	6560	27231 83	3542 38	30774 21
Brant	74	6854	34021 94	3	132	2077 51	16	288	557 00	167 51	93	7274	36823 96	3019 27	39843 23
Lincoln	84	5418	24212 99	4	216	5386 34	5	45	.....	255 38	93	5679	29854 71	3377 22	33231 93
Welland	86	5761	21818 24	3	89	752 00	5	79	554 50	116 20	94	5929	23240 94	4771 78	28012 72
Haldimand	81	5740	21176 98	1	37	649 74	6	72	431 00	157 75	88	5849	22415 47	3608 69	26024 16
Norfolk	101	7031	22734 90	2	102	1490 16	6	105	176 00	48 38	109	7238	24449 44	6798 94	31248 38
Oxford	116	11407	41785 21	2	89	5310 05	19	247	707 00	71 50	137	11743	47873 76	5242 63	53116 39
Waterloo	96	9888	38740 81	2	113	3141 21	11	108	807 00	85 50	109	10109	42774 52	8085 00	50859 52
Wellington	112	10593	36214 66	2	145	2246 33	12	197	838 00	180 12	126	10935	39479 11	5911 43	45390 54
Grey	127	7430	24320 59	1	70	574 36	2	15	720 00	69 12	130	7515	25684 06	5017 28	30701 34
Perth	90	8483	30093 29	1	32	952 77	6	87	880 00	86 50	97	8602	32012 56	3977 69	35990 25
Huron	129	10924	40786 73	1	38	1238 18	7	64	54 40	316 02	137	11026	42395 33	7638 46	50033 79
Bruce	89	4442	14928 23	.....	.....	.....	1	7	.....	147 07	90	4449	15075 30	4067 01	19142 31
Middlesex	154	11992	38536 48	.....	.....	.....	3	38	72 00	325 11	157	12030	38933 59	3927 93	42861 52
Elgin	104	7789	26715 41	2	124	2118 86	8	164	646 00	188 50	114	8077	29668 77	4384 13	34052 90
Kent	83	5774	21552 86	1	51	1157 90	7	68	24 00	186 00	91	5893	22920 76	4465 02	27385 78
Lambton	96	5587	30139 10	1	56	1042 33	4	78	8 00	66 24	101	5721	31255 67	5259 63	36515 30
Essex	68	4599	16650 07	1	37	643 32	6	83	2063 07	110 26	75	4719	19466 72	3909 30	23376 02

CITIES.															
Toronto	16	6662	33346 71	1	104	2868 74	22	1300	100600 00	720 00	39	8066	137535 45	8002 04	145537 49
Hamilton	10	4697	25151 42	1	167	1800 00	16	680	6001 80	368 76	27	5544	33321 98	12797 42	46119 40
Kingston	16	2485	11385 02	1	41	1263 86	19	975	28310 00	47 88	36	3501	41006 76	....	41006 76
London	7	2739	11945 62	1	70	1988 34	4	120	3400 00	24 00	12	2929	17357 96	4905 62	22263 58
Ottawa	15	2472	6502 16	1	70	2047 30	10	340	2400 00	....	26	2882	10949 46	5081 66	16031 12
						For Salaries, Contingencies, and Fees of the Model Grammar School $9215 81	Normal, Model, and Model Grammar Schools............ 4	Normal, Model, and Model Grammar Schools 718		Students' Aid, Salaries and Contingencies of Normal and Model Schools $19897 57	Normal, Model, and Model Grammar Schools 4	Normal, Model, and Model Grammar Schools 718	31622 80		31622 80
(Towns and, Villages are included in their respective Counties.)						Grammar School Inspection and Examination 1050 00				Legis. Grant for Maps, &c.. 1159 66					
										Reformatory Prison, &c..... 299 76					
Grand Total............	3953	301592	1110045 85	81	4381	85116 59	338	8273	164502 97	29917 47	4372	314246	1389582 88	205224 41	1594807 29
" " 1858.....	3866	293683	1043135 32	75	4459	67006 20	317	7707	166724 92	24956 14	4258	305849	1301822 58	209192 81	1511015 39
Increase	87	7909	66910 53	6	......	18110 39	21	566	....	4961 33	114	8397	87760 30	....	83791 90
Decrease	...	......	....	......	78	....	....	....	2221 95	....	....	....	....	3968 40	....

TABLE T.—A GENERAL STATISTICAL ABSTRACT exhibiting the comparative STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools from the year 1842 to 1859 inclusive. Compiled from returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.
1	Population of Upper Canada	486055			*622570		
2	Population between the ages of five and sixteen years	141143		183539	202913	204580	230975
3	Colleges in operation	5		5	5	5	6
4	County Grammar Schools**	*25		*25	*31	*32	32
5	Academies and Private Schools reported***	*44		*60	*65	*80	96
6	Normal and Model Schools for Upper Canada						2
7	Total Common Schools in operation as reported	1721		2610	2736	2589	2727
8	Grand Total Educational Establishments in operation in Upper Canada	1795		2700	2836	2705	2863
9	Free Schools reported in operation	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.
10	Total Students attending Colleges and Universities	do		do	do	do	700
11	Total Pupils attending County Grammar Schools**	do		do	do	do	1000
12	Total Pupils attending Academies and Private Schools***	do		do	do	do	1831
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada	do		do	do	do	
14	Total Pupils attending the Common Schools of Upper Canada	65978		96756	110002	101912	124829
15	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools	65978		96756	110002	101912	128360
16	Total amount paid for the Salaries of Common School Teachers in Upper Canada¶	$166000		$206856	$286056	$271624	310396
17	Total amount paid for the erection or repairs of Common School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c¶	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.
18	Grand Total paid for Common School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus¶	do		do	do	do	do
19	Total amount paid for Grammar School Masters' Salaries¶	do		do	do	do	do
20	Total amount paid for the erection or repairs of Grammar School Houses¶	do		do	do	do	do
21	Amount *received* by other Educational Institutions, &c†	do		do	do	do	do
22	Grand Total paid for Educational purposes in Upper Canada¶	do		do	do	do	do
23	Total Common School Teachers in Upper Canada				2860	2925	3028
24	Total Male do do						2365
25	Total Female do do						663
26	Average number of Months each Common School has been kept open by a qualified Teacher‡		No Reports for this year were received in consequence of a change in the School Law.	7½	8	8½	8½

No.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.
1	725879	.....	803493	950551	953239	.....	.....	.....	.....	.....	.....	.....
2‖	241102	253364	259258	258607	262755	268957	277912	297623	.....	324888	360578	362085
3	6	7	7	7	8	8	9	10	12	12	12	13
4	33	39	57	54	60	64	64	65	61	72	75	81
5	117	157	224	175	181	186	206	307	267	276	301	321
6	2	2	2	2	3	3	3	3	3	3	4	4
7	2800	2871	3059	3001	3010	3127	3244	3325	3472	3731	3866	3953
8	2958	3076	3349	3239	3262	3388	3526	3710	3815	4094	4258	4372
9	No Reports.	No Reports.	252	855	901	1052	1177	1211	1263	1707	1936	2315
10	740	773	684	632	751	756	806	1100	1335	‖1335	‖1335	‖1373
11	1115	1120	2070	2191	2643	3221	4287	†3726	†3386	4073	4459	4381
12	2345	3648	4663	4557	5684	4440	5473	7584	6220	6523	6372	6182
13	256	400	370	356	645	735	622	643	702	746	777	718
14	130739	138465	151891	168159	179587	194736	204168	227864	251145	272637	293683	301592
15	135195	144406	159678	175895	189310	203888	215356	240917	262858	285314	306626	314246
16	$344276	$353912	$353716	$391308	$428948	$489764	$578868	$680108	$779680	$860232	$777616	$859325
17	No Reports.	No Reports.	$56756	$77336	$100366	$128072	$175472	$219164	$298428	$351926	$265519	$250721
18	do	do	$410472	$468644	$529314	$617836	$754340	$899272	$1078108	$1212158	$1043135	$1110046
19	do	do	No Reports.	{ Included	in other Edu	cational In	stitutions. }	46255	47659	57552	52940	61564
20	do	do	do					5711	8311	10708	2868	7930
21	do	do	do	$131336	$147956	$150104	$174016	$204754	$192914	$214849	$202879	$210042
22	do	do	do	$599980	$677270	$767940	$928356	$1155992	$1326992	$1495267	¶$1318922	¶$1389582
23	3177	3209	3476	3277	3388	3539	3539	3565	3689	4083	4202	4235
24	2507	2505	2697	2551	2541	2601	2508	2568	2622	2787	2965	3115
25	670	704	779	726	847	938	1031	997	1067	1296	1237	1120
26	9	9 1/20	9 1/17	9½	9½	9½	9½	9½	10	10	10½	10½

* An Approximation only—no specific information having been received by the Department.
† A decrease—caused by the institution of an Entrance Examination for the Grammar Schools.
‡ Including Normal and Model Schools, &c., from 1855.
‖ Principally taken from 1856—no report being received since.
¶ Balances due but not collected were included until 1858, but from that date Nos. 16, 17, 18, 19, 20 and 22 represent actual payments only. If we add to the Grand Total (22) the unexpended balances, we should have an available sum of $1594807 for Educational purposes during 1859; and for 1858, $1511015—the increase in 1859 being $83792.
** Academies included until 1851.
*** Academies not included until 1851.
? Including holidays and vacations.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of *all* our Educational Institutions—Primary, Intermediate and Superior.

TABLE U.—(Statement No. 1)—The Grants to Grammar and Common Schools in Upper Canada, 1859.

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount Paid.*	Amount Unpaid.	Amount of Apportionment for 1859.		
			To Common Schools.	To Separate Schools.	Total.
	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Glengarry	2390 97	27 50	2182 00	236 47	2418 47
Stormont	1785 00	.....	1785 00	.....	1785 00
Dundas	2191 00	.....	2191 00	.....	2191 00
Prescott	1865 90	.....	1804 00	61 90	1865 90
Russell	785 00	.....	785 00	.....	785 00
Carleton	3517 20	9 00	3371 00	155 20	3526 20
Grenville	2347 00	.....	2312 00	35 00	2347 00
Leeds	3842 00	13 00	3797 00	58 00	3855 00
Lanark	3290 00	.....	3290 00	.....	3290 00
Renfrew	1967 97	32 03	2000 00	.....	2000 00
Frontenac	2618 62	.....	2452 00	166 62	2618 62
Addington	2152 96	.....	2111 00	41 96	2152 96
Lennox	854 00	.....	854 00	.....	854 00
Prince Edward	2161 40	75 60	2201 00	36 00	2237 00
Hastings	4092 00	.....	4052 00	40 90	4092 00
Northumberland	4008 00	.....	3982 00	26 00	4008 00
Durham	3572 00	.....	3572 00	.....	3572 00
Peterborough	2074 00	.....	2074 00	.....	2074 00
Victoria	1923 00	.....	1923 00	.....	1923 00
Ontario	4206 00	.....	4206 00	.....	4206 00
York	6330 72	73 00	6260 00	143 72	6403 72
Peel	2866 73	8 27	2875 00	.....	2875 00
Simcoe	4168 00	51 00	4102 00	117 00	4219 00
Halton	2203 52	.....	2192 00	11 52	2203 52
Wentworth	3316 64	.....	3266 00	50 64	3316 64
Brant	2299 00	.....	2299 00	.....	2299 00
Lincoln	2052 00	.....	2011 00	41 00	2052 00
Welland	2311 00	.....	2311 00	.....	2311 00
Haldimand	2880 00	.....	2825 00	55 00	2880 00
Norfolk	3012 00	.....	3004 00	8 00	3012 00
Oxford	4449 00	.....	4449 00	.....	4449 00
Waterloo	3723 94	.....	3549 00	174 94	3723 94
Wellington	4329 31	.....	4177 00	152 31	4329 31
Grey	3258 25	12 75	3271 00	.....	3271 00
Perth	3050 00	.....	3007 00	43 00	3050 00
Huron	4845 00	.....	4845 00	.....	4845 00
Bruce	2033 50	9 50	2003 00	40 00	2043 00
Middlesex	5152 70	.....	5125 00	27 70	5152 70
Elgin	3422 00	.....	3422 00	.....	3422 00
Kent	2574 00	.....	2552 00	22 00	2574 00
Lambton	2274 00	.....	2274 00	.....	2274 00
Essex	2206 99	.....	2130 00	76 99	2206 99
	124402 32	311 65	122893 00	1820 97	124713 97
Cities.					
Toronto	4620 00	.....	3123 00	1497 00	4620 00
Hamilton	2660 00	.....	2045 00	615 00	2660 00
Kingston	1596 00	.....	1153 00	443 00	1596 00
London	1529 00	.....	1383 00	146 00	1529 00
Ottawa	2408 00	.....	1211 00	1197 00	2408 00
	12813 00	.....	8915 00	3898 00	12813 00

* Up to July, 1860.

TABLE U.—(Statement No. 1).—THE GRANTS TO GRAMMAR AND COMMON SCHOOLS IN UPPER CANADA, 1859.—(*Continued*).

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment for 1859.		
			To Common Schools.	To Separate Schools.	Total.
Towns.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Amherstburgh	252 00	.....	136 00	116 00	252 00
Barrie	189 00	.....	119 00	70 00	189 00
Belleville	603 00	.....	411 00	192 00	603 00
Bowmanville	231 00	.....	231 00	.....	231 00
Brantford	635 00	.....	566 00	69 00	635 00
Brockville	504 00	.....	353 00	151 00	504 00
Chatham	414 00	.....	352 00	62 00	414 00
Clifton	102 00	.....	63 00	39 00	102 00
Cobourg	557 00	.....	472 00	85 00	557 00
Collingwood	.....	147 00	147 00	.....	147 00
Cornwall	210 00	.....	210 00	.....	210 00
Dundas	388 00	.....	272 00	116 00	388 00
Galt	346 00	.....	346 00	.....	346 00
Goderich	357 00	.....	357 00	.....	357 00
Guelph	425 00	.....	272 00	153 00	425 00
Lindsay	179 00	.....	103 00	76 00	179 00
Milton	99 00	.....	99 00	.....	99 00
Niagara	294 00	.....	179 00	.....	294 00
Oakville	165 00	.....	165 00	115 00	165 00
Owen Sound	212 00	.....	212 00	.....	212 00
Paris	294 00	.....	231 00	.....	294 00
Perth	273 00	.....	210 00	63 00	273 00
Peterborough	336 00	.....	206 00	63 00	336 00
Picton	172 00	.....	142 00	130 00	172 00
Port Hope	571 00	.....	571 00	30 00	571 00
Prescott	252 00	.....	126 00	126 00	252 00
Sandwich	84 00	.....	84 00	.....	84 00
Sarnia	193 00	.....	193 00	.....	193 00
St. Catharines	649 00	.....	404 00	245 00	649 00
Simcoe	252 00	.....	252 00	.....	252 00
Whitby	276 00	.....	276 00	.....	276 00
Windsor	244 00	.....	244 00	.....	244 00
Woodstock	336 00	.....	336 00	.....	336 00
	10094 00	147 00	8340 00	1901 00	10241 00
Incorporated Villages.					
Berlin	215 52	.....	201 00	14 52	215 52
Bradford	94 00	.....	94 00	.....	94 00
Brampton	168 00	.....	168 00	.....	168 00
Brighton, Tp.	.....	.....	.....	.....	.....
Caledonia	196 00	.....	196 00	.....	196 00
Chippewa	168 00	.....	168 00	.....	168 00
Clinton	117 00	.....	117 00	.....	117 00
Colborne, Tp.	.....	.....	.....	.....	.....
Elora	168 00	.....	168 00	.....	168 00
Embro, Tp.	.....	.....	.....	.....	.....
Fergus	126 00	.....	126 00	.....	126 00
Fort Erie	42 00	.....	42 00	.....	42 00
Hawkesbury, Tp.	.....	.....	.....	.....	.....
Hespeler, Tp.	.....	.....	.....	.....	.....
Ingersoll	252 00	.....	252 00	.....	252 00

TABLE U.—(Statement No. 1).—THE GRANTS TO GRAMMAR AND COMMON SCHOOLS IN UPPER CANADA, 1859.—(*Continued*).

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount Paid.*	Amount Unpaid.	Amount of Apportionment for 1859.		
			To Common Schools.	To Separate Schools.	Total.
Incorporated Villages.—Continued.	$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
Iroquois	53 00	.....	53 00	.....	53 00
Kemptville	159 00	.....	159 00	.....	159 00
Kincardine	94 00	.....	94 00	.....	94 00
Mitchell	145 00	.....	145 00	.....	145 00
Napanee	179 00	.....	167 00	12 00	179 00
Newburgh, Tp.	.....	.....	.....	.....	.....
Newcastle	134 00	.....	134 00	.....	134 00
New Hamburgh	115 00	.....	115 00	.....	115 00
Newmarket	126 00	.....	83 00	43 00	126 00
Oshawa	160 00	.....	140 00	20 00	160 00
Pembroke, Tp	.....	.....	.....	.....	.....
Portsmouth, Tp.	.....	.....	.....	.....	.....
Preston	183 00	.....	159 00	24 00	183 00
Renfrew, Tp	.....	.....	.....	.....	.....
Richmond, Tp.	.....	.....	.....	.....	.....
Smith's Falls	108 00	.....	108 00	.....	108 00
Southampton, Tp	.....	.....	.....	.....	.....
St. Mary's	180 00	.....	180 00	.....	180 00
St. Thomas	210 16	.....	176 00	34 16	210 16
Stratford	294 00	.....	294 00	.....	294 00
Streetsville	142 00	.....	142 00	.....	142 00
Thorold	214 00	.....	154 00	60 00	214 00
Trenton	272 90	.....	151 00	121 90	272 90
Vienna	126 00	.....	126 00	.....	126 00
Waterloo	134 00	.....	134 00	.....	134 00
Welland, Tp.	.....	.....	.....	.....	.....
Yorkville	142 00	.....	142 00	.....	142 00
	4717 58	.....	4388 00	329 58	4717 58
RECAPITULATION.					
Counties	124402 32	311 65	122893 00	1820 97	124713 97
Cities	12813 00	.....	8915 00	3898 00	12813 00
Towns	10094 00	147 00	8340 00	1901 00	10241 00
Villages	4717 58	.....	4388 00	329 58	4717 58
Grand Total	152026 90	458 65	144536 00	7949 55	152485 55

* Up to July 1860.

TABLE U.—(*Continued.*)

(Statement No. 2).—THE UPPER CANADA GRAMMAR SCHOOL FUND, 1859.

COUNTY MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionmen
	$ cts.	$ cts.	$ Cts.
Stormont, Dundas and Glengarry	1552 00	.....	1552 00
Prescott and Russell	632 00	100 00	732 00
Carleton	1026 00	158 00	1184 00
Leeds and Grenville	1658 00	16 00	1674 00
Lanark and Renfrew	1001 00	199 00	1200 00
Frontenac, Lennox and Addington	1618 00	128 00	1746 00
Prince Edward	672 00	200 00	872 00
Hastings	900 00	300 00	1200 00
Northumberland and Durham	1750 00	200 00	1950 00
Peterborough and Victoria	1072 00	.....	1072 00
Ontario	938 00	200 00	1138 00
York and Peel	3040 00	.....	3040 00
Simcoe	880 00	200 00	1080 00
Halton	823 00	35 00	858 00
Wentworth	1465 00	.....	1465 00
Brant	1019 00	16 00	1035 00
Lincoln	1000 00	.....	1000 00
Welland	520 00	383 00	903 00
Haldimand	500 00	200 00	700 00
Norfolk	932 00	.....	932 00
Oxford	1167 00	33 00	1200 00
Waterloo	1062 00	.....	1062 00
Wellington	1040 00	.....	1040 00
Grey	600 00	.....	600 00
Perth	600 00	.....	600 00
Huron and Bruce	720 00	.....	720 00
Middlesex	1200 00	.....	1200 00
Elgin	960 00	75 00	1035 00
Kent	750 00	.....	750 00
Lambton	620 00	.....	620 00
Essex	400 00	420 00	820 00
Total	32117 00	2863 00	34980 00

RECAPITULATION.

FOR WHAT PURPOSE.	Amount Paid up to July, 1860, on Account of 1859.	Amount Unpaid.	Amount of Apportionmen
	$ cts.	$ cts.	$ cts.
Common and Separate Schools	152026 90	458 65	152485 55
Grammar Schools	32117 00	2863 00	34980 00
Poor Schools, (as detailed in Account Table V, Statement No. 2, page 151)	899 07	.....	899 07
Grand Total	185042 97	3321 65	188364 62

TABLE V.—Accounts of the Educational Department, Upper Canada, for the Year 1859.

Statement No. 1.—Legislative Grant to Common Schools.

[U. C. Consolidated Statutes, 22 Victoria, chapter 64, section 106.]

1859.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts.
Jan'ry 1 to Dec. 31.	By sundry Payments to the following Municipalities:—					
	Counties.			*Towns.*—(Continued.)		
	Stormont, Dundas, and Glengarry	6158 00		Chatham	352 00	
	Prescott and Russell, $2,589, and $60 for 1858	2649 00		Cobourg	472 00	
	Carleton, $3371, and $31.92 for 1858	3402 92		Cornwall	210 00	
	Leeds and Grenville	6109 00		Dundas	272 00	
	Lanark and Renfrew, $5,290, less $32.03	5257 97		Galt	346 00	
	Frontenac, Lennox, and Addington	5417 00		Goderich	357 00	
	Prince Edward, $2,201, less $39.60	2161 40		Guelph	272 00	
	Hastings	4052 00		Lindsay	103 00	
	Northumberland and Durham	7554 00		Milton	99 00	
	Peterborough and Victoria	3997 00		Niagara	179 00	
	Ontario	4206 00		Oakville	165 00	
	York and Peel, $9,135, less $31.27	9103 73		Owen Sound	212 00	
	Simcoe, $4,102, and $272 for 1858	4374 00		Paris	231 00	
	Halton	2192 00		Perth	210 00	
	Wentworth	3266 00		Peterborough	206 00	
	Brant	2299 00		Picton	142 00	
	Lincoln	2011 00		Port Hope	571 00	
	Welland	2311 00		Prescott	126 00	
	Haldimand	2825 00		Sandwich	84 00	
	Norfolk	3004 00		Sarnia	193 00	
	Oxford	4449 00		St. Catharines	404 00	
	Waterloo	3549 00		Whitby	276 00	
	Wellington, $1,177, and $16 for 1858	4193 00		Windsor	244 00	
	Grey, $3,271, less $12.75	3258 25				7056 00
	Perth, $3,007, and $60 for 1858	3067 00		*Town Municipalities.*		
	Huron and Bruce	6848 00				
	Middlesex	5125 00		Amherstburgh	136 00	
	Elgin	3422 00		Barrie	119 00	
	Kent	2552 00		Clifton, $63, and $40 for 1858	103 00	
	Lambton	2274 00		Simcoe	252 00	
	Essex	2130 00		Woodstock	336 00	
			123217 27			946 00
	Cities.			*Villages.*		
	Toronto	3123 00		Berlin	201 00	
	Hamilton	2045 00		Bradford	94 00	
	Kingston	1153 00		Brampton	168 00	
	London	1383 00		Caledonia	196 00	
	Ottawa	1211 00		Chippewa	168 00	
			8915 00	Clinton	117 00	
	Towns.			Elora	168 00	
				Fergus	126 00	
	Belleville	411 00		Fort Erie	42 00	
	Brantford	566 00		Ingersoll	252 00	
	Brockville	353 00		Iroquois	53 00	
				Kemptville	159 00	
				Kincardine	94 00	
				Mitchell	145 00	
				Napanee	167 00	
				Newcastle	134 00	
				New Hamburgh	115 00	
				Newmarket	83 00	
				Oshawa	140 00	
				Preston	159 00	

TABLE V.—Accounts of the Educational Department, &c.—(*Continued.*)

Statement No. 1.—(*Continued.*)

59.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
y 1	*Villages.*—(Continued.)	$ cts.	$ cts.	*Villages.*—(Continued.)	$ cts.	$ cts.
31.	Smith's Falls	108 00		Waterloo	134 00	
	St. Mary's	180 00		Yorkville	142 00	
	St. Thomas	176 00				4388 00
	Stratford	294 00				144522 27
	Streetsville	142 00		By Balance in course of expenditure		14243 91
	Thorold	154 00				
	Trenton	151 00				
	Vienna	126 00		Total		158766 18

1859.	RECEIPTS.	AMOUNT.	
ary 1	To Balance unexpended per account of 1858	$ cts.	$ cts. 12286 39
12	" Proportion of Warrant for this service	1943 79	
28	" Do. do. do.	144536 00	
			146479 79
	Total		158766 18

Statement No. 2.—Poor School Fund.

[U. C. Consolidated Statutes, 22 Victoria, chapter 64, section 120.]

59.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
y 1	By payments to various Counties, in aid of the following	$ cts.	$ cts.	*Simcoe:*	$ cts.	$ cts.
31.	Schools:—			Medonte, No. 7	60 00	
	Stormont, Dundas, & Glengarry:			Nottawasaga, No. 8	15 00	
	Mountain, No. 5	20 00				75 00
	Winchester, No. 5	20 00				
			40 00	*Perth:*		
	Prescott and Russell:			Logan, No. 2	20 00	
	Cambridge		120 00	Do. No. 5	20 00	
	Carleton:					40 00
	Marlborough, No. 12		15 00	*Huron and Bruce:*		
	Lanark and Renfrew:			Biddulph, No. 8	25 00	
	Alice and Petawawa	35 00		Ashfield, Grey, Morris, Turnberry	50 00	
	Bromley, No. 4, Algona, No. 1, Grattan, Nos. 2, 3, 5, 6, Sebastopol, No. 2	60 00		Morris, No. 1	50 00	
				McKillop, No. 6	15 00	
	Bathurst, Nos. 7 and 13, Dalhousie, Nos. 5 and 7, Darling, Nos. 1, 4, 5, Lavant, No. 2	100 00		Stephen, No. 6	20 00	
				Usborne, No. 3	15 00	
						175 00
	Ross, No. 2	20 00		*Middlesex:*		
	Do. No. 5	15 00		Mosa, No. 7		20 00
	Do. No. 7	20 00		*Kent:*		
	Stafford, No. 5	12 00		Romney, No. 1		10 00
	Westmeath, Nos. 4, 7, 8	50 00		*Essex:*		
			312 00	Malden		25 00
	Frontenac, Lennox, & Addington			*Bruce Mines:*		52 07
	Oso and Olden, No. 1		15 00	Total		899 07

1859.	RECEIPTS.	AMOUNT.
ary 1	To Balance unexpended per account of 1858	$649 00
nber 31		250 07
	Total	899 07

TABLE V.—Accounts of the Educational Department, &c.—(*Continued.*)

Statement No. 3.—Roman Catholic Separate School Apportionment.

[U. C. Consolidated Statutes, 22 Victoria, chapter 65, section 33 and 34.]

1859.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
Jan'ry 1 to Dec. 31..	By sundry payments on account of 1857, 1858 and 1859, to the following:			Separate Schools.—(*Con.*)	$ cts.	$ cts.
	Separate Schools.	$ cts.	$ cts.	Section No. 12, Hallowell.....	26 00	
	City of Hamilton	564 90		" No. 2, Hawkesbury E..	19 96	
	" Kingston	568 12		" No. 4, " "	26 78	
	" London.....	149 70		" No. 7, " "	35 59	
	" Ottawa	1076 10		" No. 8, Kingston	31 65	
	" Toronto.....	1770 18		" No. 1, " (Portsm'th)	23 76	
	Town of Amherstburgh	148 34		" No. 10, Lancaster.....	6 12	
	" Barrie.....	90 55		" No. 11, "	26 02	
	" Belleville	278 52		" No. 3, Leeds and Lansdowne, Front.....	45 70	
	" Berlin	5 28		" No. 10, Lochiel	87 00	
	" Brantford	57 05		" No. 3, Maidstone	41 60	
	" Brockville	177 00		" No, 1, Markham and Vaughan.....	19 14	
	" Chatham.....	48 58		" No. 1, Nelson	11 52	
	" Clifton	37 10		" No. 13, Nepean.....	15 50	
	" Cobourg	73 30		" No. 1, Nichol.....	8 50	
	" Dundas	219 13		" No. 2, Nottawasaga.....	22 93	
	" Guelph	200 10		" No. 1, Orillia.....	45 75	
	" Lindsay.....	73 00		" No. 6, Oneida	56 68	
	" Niagara	131 66		" No. 5, Percy	26 78	
	" Paris	55 86		" No. 6, Pilkington.....	15 95	
	" Perth...	64 14		" No. 7, Pittsburgh.....	19 35	
	" Peterborough.....	186 68		" No. 8, "	12 45	
	" Picton	41 64		" No. 6, Raleigh.....	11 00	
	" Prescott	164 36		" No. 8, Sandwich	24 33	
	" St. Catharines	277 35		" No. 9, "	16 20	
	Village of Napanee	6 00		" No. 5, Sheffield	11 02	
	" Oshawa.....	32 05		" No. 20, Thurlow	47 98	
	" Preston	17 20		" No. 7, Vespra	18 13	
	" St. Thomas	14 85		" No. 9, Wellesley	18 59	
	" Thorold.....	71 63		" No. 10, "	26 97	
	" Trenton	49 14		" No. 11, "	36 93	
	Section No. 1, Arthur.....	38 50		" No. 13, Westminster ...	19 11	
	" No. 2, "	67 50		" No. 15, Wilmot.....	55 88	
	" No. 1, Bastard.....	19 22		" No. 18, "	10 22	
	" No. 15, Camden East...	3 50		" No. 1, Whitchurch (Newmarket)	45 34	
	" No. 1, Carrick.....	44 06		" No. 8, Windham.....	8 27	
	" No. 15, Charlottenb'gh	19 37		" No. 1, Wolfe Island.....	35 30	
	" No. 16, " "	37 41		" No. 11, " "	11 30	
	" No. 17, " "	32 56		" No. 20, Wolford.....	20 60	
	" No. 1, Edwardsburgh....	22 01		" No. 1, York	30 48	
	" No. 7, Ellice.....	31 46		" No. 21, "	33 50	
	" No. 6, Etobicoke.....	27 11		" No. 22, "	17 36	
	" No. 8, Fitzroy	21 32				8264 14
	" No. 3, Flamboro' East..	14 76				
	" No. 6, " "	12 30		By Balance in course of expenditure	.....	4459 28
	" No. 1, Gloucester	37 05				
	" No. 7, Grantham	43 64		Total	.....	12723 42
	" No. 1, Greenock	19 62				

1859.	RECEIPTS.	AMOUNT.	
		$ cts.	$ cts.
January 1	To Balance unexpended per account of 1858	.....	2759 42
" 12	" Proportion of Warrant for this Service.....	2000 00	
June 28.....	" do do do do	7964 00	9964 00
	Total	.....	12723 42

TABLE V.—Accounts of the Educational Department, &c.—(*Continued.*)

Statement No 4.—Grammar School Fund.

[U. C. Consolidated Statutes, 22 Victoria, chapter 63, sections 8 and 9.]

1859.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
					$ cts.	$ cts.
Jan'ry 1 to Dec. 31.	By sundry payments on account of the apportionment for the latter half of 1858, and for 1859, to the following			*Counties.*—(Continued.)		
		$ cts.	$ cts.	Brant	1009 00	
	Counties.			Lincoln	1125 00	
	Stormont, Dundas, & Glengarry	1483 00		Welland	402 00	
	Prescott and Russell	932 00		Haldimand	470 00	
	Carleton	1357 00		Norfolk	1047 00	
	Leeds and Grenville	1902 00		Oxford	1560 00	
	Lanark and Renfrew	1226 00		Waterloo	1051 00	
	Frontenac, Lennox, & Addington	1640 00		Wellington	1265 00	
	Prince Edward	922 00		Grey	520 00	
	Hastings	800 00		Perth	600 00	
	Northumberland and Durham	1875 00		Huron and Bruce	720 00	
	Peterborough and Victoria	1241 00		Middlesex	1160 00	
	Ontario	1069 00		Elgin	960 00	
	York and Peel	3347 50		Kent	745 00	
	Simcoe	1105 00		Lambton	610 00	
	Halton	849 00		Essex	400 00	
	Wentworth	1407 00				34799 50
				By Balance in course of expenditure		6020 54
				Total		40820 04

1859.	RECEIPTS.	AMOUNT.	
		$ cts.	$ cts.
January 1	To Balance unexpended per account of 1858		9957 83
" 12	" Proportion of Warrant for this service	13056 21	
June 28	" Do. do. do.	17806 00	
			30862 21
	Total		40820 04

Statement No. 5.—Model Grammar School, and Examiners and Inspectors for Grammar Schools.

[U. C. Consolidated Statutes, 22 Victoria, chapter 64, section 120, clause D.]

1859.	EXPENDITURE.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts.
Jan'ry 1.	By Balance per account of 1858		9870 13	By Rev. W. Ormiston, M. A., Inspector of Grammar Schools, and Secretary of the Committee of Examiners, 1st October, 1858, to 31st December, 1859	750 00	
	" Salaries and Wages for last quarter of 1858 and 1859, Model Grammar School	7070 97		" G. R. R. Cockburn, Esquire, M. A., Inspector of Grammar Schools and Examiners, 1st April to 31st December, 1859	300 00	
	" Books, Apparatus, and School requisites	536 75				1150 00
	" Advertising and Printing	136 23				
	" expended in completion of the building and furniture, and for repairs and contingencies	1292 70		Total		20583 82
	" Light, Water, and Coal	334 24				
	" Expenses of grounds	42 80				
	" Premium on Insurance	150 00				
			9563 69			
	" T. J. Robertson, Esq., M.A., Chairman of Committee of Examiners, 1st October, 1858, to 31st Dec., 1859	100 00				

TABLE V.—Accounts of the Educational Department, &c.—(*Continued.*)

Statement No. 5.—(*Continued.*)

1859.	RECEIPTS.	AMOUNT.	
		$ cts.	$ cts.
January 1 to Dec. 31.	To proportion of Warrants for Model Grammar School, for 1859	4000 00	
	" Warrants for Inspectors, for 1859	1000 00	
	" Model Grammar School Fees—First Quarter	555 00	
	" " " Second Quarter	572 00	
	" " " Third Quarter	598 00	
	" " " Fourth Quarter	714 00	
			7439 00
	" Balance		13144 82
	Total		20583 82

Statement No. 6.—The Normal and Model Schools.

[U. C. Consolidated Statutes, chapter 64, sections 120 and 119.]

1859.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts.
Jan'ry 1, to Dec.31	To Warrants issued quarterly on account of the salaries and current expenses of the Normal and Model Schools	8200 00		By Balance per account of 1859.		1630 60
	" Warrants issued quarterly to facilitate the attendance of Students at the Normal School	4000 00		" Salaries and Wages for last quarter of 1858 and 1859	11101 09	
	" Model School Fees, and other receipts	3140 35		" Books, Apparatus, maps, and School requisites	1469 55	
			15340 35	" Do. on account of 1858	571 30	
	" Balance		6187 82	" Advertising and Printing	575 64	
				" Furniture, repairs to roof, furnaces, etc., and contingencies	2033 80	
				" Light, Water, and Fuel	1297 57	
				" Proportion of Insurance Premiums	426 00	
						17474 95
				" Aid granted to facilitate the attendance of Students at the Normal School during the 21st Session, one dollar each per week		1802 00
				" Expenses of Grounds, including Gardener's wages		620 62
	Total		21528 17	Total		21528 17

Statement No. 7.—Building Fund—Normal and Model Schools, Toronto.

(Balance from the Estimates of 1854.)

1859.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts.
Jan'ry 1 to Dec. 31.	To Balance, per account of 1858		1555 16	By paid for sinking two Wells, and furnishing Chain Pumps.	117 00	
				" Alterations and Permanent fixtures, Carpenters' and Painters' account	368 00	
				" Clock for Hall	100 00	
						585 00
				" Balance unexpended		970 16
	Total		1555 16	Total		1555 16

TABLE V.—Accounts of the Educational Department, &c.—(*Continued.*)

Statement No. 8.—Public School Libraries, Maps and Apparatus.

[U. C. Consolidated Statutes, 22 Victoria, chapter 64, section 120.]

1859.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts
Jan'y 1 to Dec. 31.	To proportion of Warrant for this service		5700 00	By Balance as per account of 1859		539 9
	To net amount received from Municipalities, School Sections, &c., for Libraries, as per Table O, Page 93, &c. $2902 82			" Books, Maps and Apparatus, purchased in London, Edinburgh, Dublin, New York, Philadelphia, Boston, &c., including exchange and duty	7928 91	
	Less Normal and Model School Librararies in account of 1855 but completed 1858 800 00	2102 82		" Maps, School Apparatus, Books and Map-mounting, in Toronto	5630 10	13559 0
	To Balance for Library of No. 1, Greenock	3 00		" Paid in England and the United States for Agency and transportation	47 85	
	" Net amount received from Municipalities, School Sections, &c, for Maps, Apparatus and Prizes, as per Table P, Page 108, &c.	5952 51		" Paid for transportation and wharfage in Toronto	446 14	
	" Sales in Depository of Text Books, &c, (for School purposes) during the year	6679 30	14737 63	" Publis'. charges for packing	34 15	
				" Printing, boxes, wrapping paper, twine and other contingencies in Toronto	626 10	
				" Proportion of Premium on Fire Insurance	210 50	1364 7
	" Amount received in 1859, for goods sent in 1860		168 15	" Salaries of Dep'itory Clerks and Messengers		1500 0
						16963 7
				" Balance in course of expenditure		3642 0
	Total		20605 78	Total		20605 7

Statement No. 9.—Superannuated Teachers.

[U. C. Consolidated Statutes, chapter 64, section 120.

1859.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts
Jan'y 1 to Dec. 31	To Amount of Warrants received for this service	4000 00		By Balance per account of 1858		1065 9
	" Subscriptions during the year	488 00	4488 00	" Payments during the year, (on account of 1858 and 1859) as per Table Q, Page 130, &c.		3921 9
	" Balance		531 81	" Subscriptions returned to unsuccessful applicants and others, withdrawing from the Fund		32 0
	Total		5019 81	Total		5019 8

TABLE V.—Accounts of the Educational Department, &c.—(*Continued.*)

Statement No. 10.—Journal of Education for Upper Canada.

[U. C. Consolidated Statutes, chapter 64, section 120.]

1859.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts.
Jan'ry 1 to Dec. 31.	To Balance unexpended per account of 1858		1144 61	By Printing and Mailing the Journal of Education for 1859, and for the miscellaneous expenses of the publication		1828 79
	" Warrants for this service during the year	1800 00		" Balance unexpended		1194 55
	" Subscriptions and other receipts	78 73				
			1878 73			
	Total		3023 34	Total		3023 34

Statement No. 11.—Educational Museum, Library, and Practical Science Fund.

[U. C. Consolidated Statutes, chapter 64, section 120.]

1859.	RECEIPTS.	AMOUNT.		EXPENDITURE.	AMOUNT.	
		$ cts.	$ cts.		$ cts.	$ cts.
Jan'ry 1 to Dec. 31	To Amount of Warrants for this service, $2000 and $800	2800 00		By Balance per account of 1858		15162 78
	" Proceeds of sale of Engravings, Pedestals, and Photographs	17 15		" Costs of Statuary from J. A. Foley, R. A., and Books on Art, purchased in London	219 56	
			2817 15	" Busts, Photogr'hs, Frames, &c., in Toronto	345 56	
	To Balance		13292 07	" Freight on Casts	27 49	
				" Printing, Fittings, Cleaning rooms, &c.	153 33	
				" Proportion of Premium on Fire Insurance	200 50	
						946 44
	Total		16109 22	Total		16109 22

TABLE V.—Accounts of the Educational Department, &c.—(*Continued.*)

Statement No. 12.—Departmental Balance Sheet, 31st December, 1859.

RECEIPTS.			NAMES OF THE DIFFERENT ACCOUNTS.	EXPENDITURE.		
Balance 1st. January.	Receipts during the Year.	Total Receipts.		Balance 1st January.	Expenditure during the Year.	Total Expenditure.
$ cts.	$ cts.	$ cts.		$ cts.	$ cts.	$ cts.
12286 39	146479 79	158766 18	Statement No. 1.—Common School Grant	.....	144522 27	144522 27
649 00	.....	649 00	" No. 2.—Poor School Fund	.....	899 07	899 07
2759 42	9964 00	12723 42	" No. 3.—Roman Catholic Separate Schools	.....	8264 14	8264 14
9957 83	30862 21	40820 04	" No. 4.—Grammar School Fund	.....	34799 50	34799 50
	7439 00	7439 00	" No. 5.—Model Grammar School and Inspectors	9870 13	10713 69	20583 82
	15340 35	15340 35	" No. 6.—Normal and Model Schools	1630 60	19897 57	21528 17
1555 16	.....	1555 16	" No. 7.—Building Fund of 1850–4	.....	585 00	585 00
	20605 78	20605 78	" No. 8.—Libraries, Maps and Apparatus	539 99	16423 75	16963 74
	4488 00	4488 00	" No. 9.—Superannuated Teachers	1065 90	3953 91	5019 81
1144 61	1878 73	3023 34	" No. 10.—Journal of Education	.....	1828 79	1828 79
	2817 16	2817 15	" No. 11.—Educational Museum and Library	15162 78	946 44	16109 22
28352 41	239375 01	268227 42				
		2876 11	Balance, 31st December 1859.			
		271103 53	Total	28269 40	242834 13	271103 53

APPENDICES TO THE ANNUAL REPORT

OF

THE NORMAL, MODEL, GRAMMAR

AND

COMMON SCHOOLS

IN UPPER CANADA,

FOR THE YEAR 1859.

APPPENDIX A.

THE GRAMMAR SCHOOLS OF UPPER CANADA.

I.—Inspector's Report upon the State of the County Grammar Schools of the Western Section of Upper Canada, for the Year 1859.

Hamilton, January, 1860.

Sir,—In concluding my present Report, I deem it unnecessary to append any very extended general remarks, as I have in previous Reports so repeatedly and fully brought under your notice the subjects connected with the position and prosperity of our Grammar Schools, and especially in my Report of last year, in which I entered at considerable length into consideration of the several topics relating to the management and progress of these schools—to which Report I beg leave respectfully to refer. It is right, however, as it is pleasant, to notice the progress which is annually made in this higher department of our school system; and notwithstanding the commercial and agricultural depression, which has been so severely felt during the past two years, the advancement obviously made in the establishment and support of Grammar Schools is most pleasing and encouraging. The schools visited by me, during 1859, are those in the Western section of the Province, that is, all West of Toronto, and to these my remarks specially refer; and as I visited the same section in 1855, a brief comparison may not be out of place here, as evidence of the progress referred to.

In 1855, number of schools established, 37—open, 27
In 1859, " " " 44 " 39
In 1855, number of pupils in classics, 400—Mathematics, 300—French, 90
In 1859, " " " 796 " 530 " 440
In 1855, average number of classical pupils for each school, 15
In 1859, although twelve additional schools are open, 204.

Since 1855, 15 new school-houses have been erected, many of them large, commodious, and well furnished; while several others have been greatly enlarged and improved, and in almost all of them great additions have been made to their furniture and apparatus. During the past year, new houses have been built in *Sarnia*, *Simcoe*, *Beamsville*, and *Grimsby*. Extensive alterations have been made in those at Barrie and Galt, to accomplish which the respective County Councils of Simcoe and Waterloo voted the requisite sums. Of the 43 schools established or authorized in the Counties West of York, and one in Toronto, also visited by me, five are not in operation. Those at Mount Pleasant, Font Hill, and Fingal,

have never been opened, and those at Sandwich and Bond Head are closed. The scho houses pertaining to the 39 schools in operation may be generally classified, thus:

Good, and more or less suitably furnished, - - - - - -	22
Bad, and utterly unsuitable, - - - - - - - - - -	4
Rented and temporary, - - - - - - - - - - -	9

In not a few cases where no house has been procured for the use of the Gramm School, the Common School Trustees have given the use of an apartment in the Comm School House. In most instances where the Common School and Grammar School a united, houses have been built with a view of accommodating both. Of the 39 schoc open when visited, 19 are Union Schools; of the remaining 20, 14 are taught by one ma ter, 6 by two or more masters. Of the 39 masters, 13 are Graduates of British Univer ties, 13 of Canadian, and 2 of American; 8 have obtained certificates from the Provinci Board, and 3 were appointed before the present regulations came in force. A more unifor standard of qualification is highly desirable, and if practicable, and acted upon, would le also to greater uniformity in the methods of discipline and instruction. We surely b give utterance to the common conviction, when we state that all teaching, especially in i higher branches, should be regarded as a distinct profession, requiring in those who follc it peculiar qualifications and a special training. The salary paid the master in most cas is a stated sum, in others the amount varies with the attendance; the agreement not unfr quently running thus:—"All Government monies and the fees." The salaries, so far as could ascertain, range as follows:—

1	master	receiving,		$ 400
5	"	"	each	500
10	"	"	"	600
6	"	"	"	700
8	"	"	"	800
4	"	"	"	1000
4	"	"	more than	100.

The average salary amounts to about $760 per annum. The fees charged for adm sion vary much indeed; the average being about $3 per term. The number of pupils attendance is still increasing, especially in the more advanced classes. The entire numb of pupils in Latin in all the schools, at the time of my visit, was 794; in Greek, 185; French, 442; in Algebra, 530; in Geometry, 485. In regard to attendance, the schoc may be thus classed:—

Schools	having	less than 10	Classical	Pupils,	10	—average,	7.6
"	"	more than 10,	less than	15,	10	"	12.8
"	"	" 15,	"	25,	10	"	16.6
"	"	" 25,			9	"	47.3
Entire number of Schools, - - -					39	"	20.4

If those schools having less than 10 pupils were struck off, the average would be about 2 classical pupils to each school. The discipline of the schools, with rare exceptions, good, and favourable to the formation of correct habits. Where I observed anything the contrary, I failed not to point it out, and, so far as I could, amend or correct it. Rel gious exercises are regularly observed in nearly all the schools; in some cases, tl Scriptures are not only carefully read, but closely studied. I would again respectfully su mit the suggestion, already repeatedly made, that some modification of the present law reference to the jurisdiction, support and organization of these schools, is urgently r quired, to impart to them increased vigour and efficiency. The Trustees of these schools,- a most intelligent and influential class of men,—however zealously disposed to carry on tl schools in a satisfactory manner, are powerless from the fact that they can raise funds on by imposing a heavy rate-bill, which would have the tendency to lessen attendance ar hence defeat the object in view; or by asking voluntary contributions, which, even wh liberal, are too variable and precarious to be depended upon for the support of the schoc Now, were it rendered obligatory upon the County Councils to raise a sum in some fix proportion to the amount apportioned by Government, or were the schools transferr from the control of the County Councils and placed under the management of the Muni

pal authorities of the cities or towns where they are located, and such authority required to raise a sufficient sum for their adequate support; or were the Trustees invested with the same powers which are granted to the Trustees of Common Schools, I feel assured that much more good would be accomplished by these schools than is attainable under present circumstances. A greater uniformity in the use of text-books, and a more general adherence to the prescribed programme of studies, would, in my judgment, be attended with most beneficial results. It might, also, be considered whether the time of the summer vacation should not be changed, as the schools are generally very thinly attended during the month of August, and many parents do not feel disposed to send their children to school, to commence a new term, in the beginning of that usually sultry month. With a strong conviction, deepened by years of past experience, of the importance of these High Schools as a part of our school system of national education, and of the extensive and lasting influence they are fitted to exert upon the character of our people and the future history of our country, I cannot but rejoice at the evidence of their growing usefulness and of the determination of the people of Canada to sustain and extend them, and I anticipate the day as not far distant when every school in the land shall not only be freely opened to every one desirous of entering them, without distinction of class, or sex, or colour, but, also, that some wise and beneficent regulations will be devised and enforced, by which the boon *provided for* all shall be *secured to* all.

I have the honour to be, Sir,
Your obedient servant,

(Signed,) W. ORMISTON,
Inspector of Grammar Schools.

To the Reverend E. RYERSON, D.D.,
Chief Superintendent of Education
Canada West.

II.—INSPECTOR'S REPORT UPON THE STATE OF THE COUNTY GRAMMAR SCHOOLS OF THE EASTERN SECTION OF UPPER CANADA, FOR THE YEAR 1859.

TORONTO, March, 1860

SIR,—I have already had the honor of laying before you and the Council of Public Instruction a minute and special Report on each of the schools inspected by me in the Eastern Section of Upper Canada, and now desire to offer a few remarks on the general condition and prospects of those schools, and the best means of securing their lasting improvement. While I cannot but heartily congratulate the Province on its most praiseworthy efforts to secure to every child the inestimable blessing of a liberal education, and while we may with honest pride rejoice in the immense good effected by our Common School System, I cannot at the same time help regretting that, owing to various circumstances, the Grammar Schools visited by me were not in that state of efficiency which they might easily attain, were those impediments removed which at present obstruct their free action and progress. It would be unreasonable to demand from a new country compelled to turn knowledge to account almost as soon as acquired, that schools devoted mainly to the higher culture should be as popular and well attended as those which appeal to the more immediate sympathies and interests of the whole people; but yet an impartial review compels me to acknowledge that not a few of these institutions enjoying the title and privileges of Grammar Schools, are not such in reality, and are indeed sometimes but indifferent Common Schools. This defect, I believe, is chiefly owing to the fact that under the present law so many inducements are held out to effect a union between the Grammar and Common Schools, and that however unwilling the Grammar School Trustees may be to form such a union, they are driven to it from their inability to raise a single farthing in support of the school. Their extreme poverty

thus forces them to form a kind of hybrid alliance with the Trustees of the Common School, that they may avail themselves of their power to raise money from the people. I can see no reason why Union Schools should not be efficient in their various departments and in certain circumstances, where there is a full staff of Teachers, they are so; but generally these unions are not in reality unions, but are merely Common Schools, with perhaps five or six classical pupils appended to them to secure the Grammar School Grant, and thus increase, by perhaps £50 or £60, the sum at the disposal of the United Board of Trustees. The force of this observation will be more apparent when I state, that of the schools inspected by me there were 18 with less than 10 pupils in Latin, 11 with none in Greek, and 29 with less than 5 pupils in Greek. The desire of one or two parents to secure for their children a liberal education gives birth to a Grammar School; but as it was altogether unnecessary in the circumstance ; it soon becomes so sickly that it is saved from immediate death only by merging itself in the vitality of the Common School of the Village or Section. Owing to the smallness or poverty of the school section thus laid under contribution, it not unfrequently happens that in the combined school, Common and Grammar Departments are taught by one master, either singly or with an apology for an assistant. Thus, while the attempt is made to secure a few classical pupils, and a certain portion of time is daily allotted to them, the interests of the Common School suffer, while the half dozen stray classical pupils constituting the Grammar School cannot receive a training to enable them to matriculate at any of our Universities; or, if they are fortunate enough to receive such training, it is at the expense of the other pupils, whose interests are sacrificed to the éclat to be gained by the success of the *crack* pupil at the University matriculation. In fact, the Common School as such sinks to the second rank, while the Grammar School proper may be said to have no existence at all, or to be merged in the Common. Of course these remarks do not apply to larger Towns, where there is a real necessity for a Grammar School, and where in a united school they are able to support a full qualified staff of regular masters suitable to the organization of the school. Even in these cases, however, there is often a strong prejudice against receiving a high classical education in a united school; and I have no hesitation in recording my opinion, that as soon as the Grammar School Trustees find themselves in the possession of powers similar to those enjoyed by Common School Trustees, they will advantageously sever their connexion with the Common School. The Grammar School will then occupy its proper position in the educational system, and by strictly adhering to its entrance standard, it will hold forth a stimulus to increased exertion on the part of Common Schools, which will then become efficient feeders. At present, however, few or no Grammar Schools in the Eastern section of the Province exact the entrance examination, and have carried out the programme prescribed by the Council of Public Instruction. The miserable pittance usually dealt out to a Grammar School master compels him to draw within his net all the pupils he possibly can, and until he is placed in a more independent position than he enjoys at present, he will feel himself forced to evade any entrance examination. As a rule, he depends entirely on the Government Grant and fees, which render the average income between $600 and $700, a salary many a one would be ashamed to offer his book-keeper. I would therefore suggest that a fair minimum salary be fixed, and that no Grammar School be recognized as such which does not guarantee at least that legal minimum, and which does not show by its roll an average regular attendance of twelve or fifteen classical pupils. Such a law would reduce materially the Grammar Schools which are now in operation, and which are already too numerous; and by allowing the Grant now frittered away among schools of a second or third rate character to be divided among these really required and of good standing, it would both render these more efficient and act most beneficially on the Common Schools of the Province. While I call to mind with gratitude and pride several large-hearted, energetic, noble-minded men, who were conscious of the sacred trust reposed in them, and were fully able to fulfil it, I believe that the remuneration now offered, however scanty, is fully proportioned to the services *generally* rendered. There is, as a rule, no evading the law that $600 will fetch $600 worth of marketable talent, be it in chimney sweeping or in pedagogues; but to expect generally that in this Province, where there are so many avenues to talent, a gentleman—a graduate of a University—of strictly moral habits, trained intellectual powers, and possessed of the many requisites to constitute a successful teacher, should continue above a year or two to barter his talents for $600, is, to say the least, most unreasonable. Accordingly, I

have generally found that the best men have deserted the profession, and had used and always regarded their school merely as the stepping-stone to something higher. The constant complaint on the part of the Trustees was the frequent changes of masters to which the school had been subjected, and the consequent disarrangement of studies. With every new master came not only a derangement in the studies, but also in the class-books, each one having his own ideas or his own interest to consult in the choice of books. Some of these, as Morse's Geography and American histories thoroughly Anti-British in feeling, are calculated to do a vast amount of harm; and while all who know the general tone of the class-books used a few years ago cannot but be proud of the great change effected, yet, to make this change complete and lasting, the class-books authorized by the Council of Public Instruction require to be diminished or altered; and a stringent law, to be strictly enforced by the Inspectors, requires to be passed, to the effect that after 1862 or 1863 certain class-books shall be used and no others, on the penalty of losing the Government Grant. The various booksellers throughout the country will then know precisely which books to keep on hand, and their doing so will take away every excuse from those teachers who do not carry out the law. But even were the masters more liberally remunerated, I do not believe that the schools can be efficiently conducted so long as there is but one master, and he is left perfectly free to organize a school of forty or fifty boys and girls. It is impossible that one man can do justice to so many; and when we reflect into how many classes he is compelled to divide those fifty boys, we cease to wonder at the idle habits engendered, and the visible witness left of such idleness in the well whittled, strangely carved desks and forms. One great secret in the education of children, is to keep them constantly occupied, and by directing into the proper channel their animal vivacity and mental energy thus to train them to habits of substantial industry and application. In very many of the schools I observe this want of concentrated attention for which I can scarcely blame the master, whose attention is constantly and closely occupied with the recitations of some class. This evil is greatly increased by the fact that generally no regular curriculum of studies is observed, but it is left entirely to the whim or fancy of the pupil or parent to determine which particular subject each boy will study. Accordingly one boy may take a little Latin and Arithmetic, conceiving himself to be perfect in English and the other branches, while another regards English as the great indispensable, and neglects the classics altogether. The natural result of these options is that the master, instead of teaching his school in classes, is forced to fritter away his time in devoting five minutes to this particular pupil and ten minutes to another, while all the time the healthy stimulus and training of public competition is unknown, and a narrow, one-sided tone given to the mind. I believe these evils will not be cured till a new practical Grammar School programme of studies is published, by which there will be two grand divisions in the studies pursued—classical and commercial, and every pupil be forced to enrol himself under the one or the other. Class teaching and its numerous advantages will thus be secured, and at the same time, irregular attendance, a very frequent cause of complaint, will be, to a great extent, diminished. In connection with this subject of organization and classification of pupils, I believe the law might advantageously allow a certain sum towards paying an assistant when the pupils exceed a certain number, or that some provision similar to that of pupil teachers in Britain should be made. In regard to the general discipline of the school, while I have to complain of the want of close application, I observed with great pleasure, a strong desire on the part of the masters to dispense as far as possible with corporal punishment, and that with that view, several of them had adopted the Rules of the Model Grammar School for Upper Canada. One great bar to their carrying out a thorough discipline in these schools is the wretched condition of the buildings, often consisting of one which would be more fitly characterized as a shed, with few or no means of instruction, overheated and overcrowded, both master and pupil feeling too much oppressed and stupified by the foul air and a want of space to pay proper attention to the duties of the class-room. The comparative efficiency of the schools in circumstances so unfavorable is highly creditable to the zeal of many of the teachers. So various are the methods of instruction pursued that it is impossible to express any decided opinion regarding them. The teachers themselves are graduates of various Universities, English, Irish, Scotch, and American, while several have never passed through any University curriculum. Their attainments are thus very unequal and their ideas of school government and of education generally, often crude and erroneo

e prevailing fault, however, is the close adherence of the master to the text-book. He lom seems to teach from a mind full of the subject, and especially in the treatment of itory, Ancient and Modern, the grand lessons such a study is calculated to teach us, med to be entirely overlooked. In many schools the various subjects were taught merely rote, and there was manifested but little knowledge of the philosophy of teaching, or of pting instruction to the laws which regulate the development of the human mind. I e it for granted that just as the discoveries of modern science enable us to accomplish same results with half the labour formerly demanded, so an accurate study of the laws ulating the development of the human mind will enable us materially to shorten the ie formerly demanded for communicating a healthy mental bearing and a given ount of real knowledge. This principle is too often lost sight of, and the human id with its most delicate organism is too often treated by the teachers as an inert mass be crushed into shape in his iron mould. To remedy these defects, it is necessary and ; due to the pecuniary and other interests of the Province to demand that all persons irous of becoming masters of Grammar Schools, Graduates and non-Graduates, be ject to a special examination as to their skill in communicating those branches of owledge required to be taught in every Grammar School. So long as there is no central iversity Examining Board for all Upper Canada to give the School Trustees the assurance t all graduates have had their attainments equally and impartially tested, so long as the e of M.A. may mean much or nothing, so long as the system of optional studies adopted various colleges admits of a gentleman becoming a graduate with but a very indifferent attering of the Classics or Mathematics—the leading branches required to be taught in Grammar Schools—and so long as the public have no means of ascertaining the skill in ool government and in the communication of the knowledge possessed or supposed to be sessed by any aspirant teacher, and have no guarantee whatever as to his moral charac- and general habits, it is surely but reasonable to demand a pledge from some public ponsible body as to the available attainments, moral character and general fitness of se to whom we entrust the most sacred and responsible of offices. I observe with great asure that most of the schools are opened and closed with prayer, and the Bible—the at birthright of every child—is duly honored and religious instruction provided for. e Trustees, as a body, manifest great interest and pride in the progress of their respec- e schools, and while they comprise many of the best educated and most prominent men the country, yet I regret to be compelled to state that, especially in the case of Union ards, there are often a few members not qualified to hold such a position, and who from ring labored under the disadvantage of having never received a liberal education them- ves, are incapable of forming a correct judgment in such matters. These, however, are nerally the persons who interfere most with the teacher, who, from his dependent posi- n, is compelled to submit to their dictation. I would suggest, therefore, that while the ustees should retain the full power of appointing any Grammar School Teacher, they uld not have the power of dismissing him without appeal to some independent authority. w educated gentlemen of high spirit will place themselves, or remain long, in a position which they must to some extent be the slaves of an illiterate trustee. Here I gladly avail self of the opportunity of soliciting your earnest attention and that of the Council of Public struction to the necessity of some law to enforce the attendance at school of those vagrant ldren who swarm through the streets of all our larger towns, and thus growing up in norance and vice, are almost inevitably destined to become the fruitful source of much me, misery, and loss to the Province. While, perhaps in the present state of public nion, it would be unadvisable for Parliament to pass any such general law as that univer- ly acted upon throughout Prussia and Switzerland, full power might safely be lodged the hands of the various County Councils to deal with this subject according to their cretion. The evil already terrible, increases daily, and the common sense maxim, at prevention is better than cure,' necessitates immediate action. In drawing these re- rks to a close, it is but due to the people and to the great cause of education to state, t while I have frankly detailed the faults which characterize several of our schools in Eastern section, (which are, on the whole, much inferior to those in the Western,) it used me no less pleasure than astonishment to find the wonderful progress education had de, and the deep root it had taken in the affections of the people. The defects I have nted out have arisen to a very great extent from the eagerness of the people to secure

to themselves the benefits of a higher education through the Grammar School before they were really able to maintain it efficiently. The error is certainly a most pardonable one, and when we contrast the impetus given by the educational system to the people of Upper Canada, with the comparatively educational deadness in many wealthy, long settled districts of Europe, we have great cause to be proud of what we have already achieved. Handsome new school-houses rapidly rising everywhere are signs of progress; indeed it requires no prophetic tongue to tell that, in a few years, when the Grammar Schools have, through the increasing prosperity of the country and wise Legislation, become as efficient as the Common Schools are acknowledged to be, the educational interests of the country will strike their roots still deeper, and the people will reap still richer blessings from their influence, and the noble sacrifices they have been encouraged to make."

I have the honor to be, Sir,
Your obedient Servant,

(Signed,) G. R. R. COCKBURN,
Inspector of Grammar Schools.

To the REVEREND E. RYERSON, D.D.,
Chief Superintendent of Education,
Canada West.

APPENDIX B.

HOLIDAYS AND VACATIONS IN THE COMMON AND GRAMMAR SCHOOLS.

"1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

"2. Good Friday and every Saturday* shall be a holiday, as directed by the statute.

"3. There shall be two vacations in each year: the first, or summer vacation, shall continue for *two* weeks from the first Monday in August; the second, for eight days, at Christmas.

"NOTE.—In Cities, Towns, and incorporated Villages, the summer vacation shall continue *four* weeks, from the first Monday in August.

"Adopted by the Council of Public Instruction for Upper Canada, on 10th July, 1860.

"4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.*

"5. Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools, as follows:

TERMS, VACATIONS, DAILY EXERCISES, AND HOLIDAYS IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

"1. There shall be four terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the 7th of January, and end the Tuesday next before Easter; the spring term shall begin the Wednesday after Easter, and close the last Friday in June; the summer term shall begin the second Monday in August, and end the Friday next before the 15th of October; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd of December.

"2. The exercises of the day shall not commence later than nine o'clock, a. m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recre-

* The number of teaching days in the rural schools, in each month, omitting the allowed holidays and vacations, is as follows:

(*First half of the year.*)		(*Second half of the year.*)	
January	22	July	22
February	20	August, (cities, Towns, &c., 2)	13
March } As Easter is change- }	22	September	20
April } able, these will vary. }	20	October	23
May	24	November	22
June	21	December	16
Total	129	Total	116

ation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any Grammar School, at the option of the board of trustees.

"3. Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half-holidays. All days declared by law to be public holidays, shall be holidays in each Grammar School.

"4. The public half-yearly examinations required to be held in each Grammar School, [by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vic., cap. 63], shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

"Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

"Approved by the Governor General in Council, as intimated to the Chief Superintendent of Education, on the 15th day of February, 1855."

APPENDIX C.

Provincial Certificates granted by the Chief Superintendent of Education

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, has granted to the undermentioned Students of the Normal School, Provincial Certificates of qualification as Common School teachers in any part of Upper Canada:

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any teacher of Common Schools a certificate of qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate according to the following form:

Grade (A, B, or C,) of the First (or Second) Class.

Certificate of Qualification, Normal School, for Upper Canada.

This is to Certify, That having attended the Normal School during the Session, 18 , and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First [or Second] Class Certificate of Qualification, as a Common School Teacher in Upper Canada, according to the "Programme of the Examination and Classification of Common School Teachers" revised by the Council of Public Instruction, on the 17th day of December, 1858.

Head Master.

Second Master.

In accordance with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education, by the 107th section of the Upper Canada Consolidated Common School Act (22nd Victoria, chapter 64).

[L. S.]

STANDING

IN THE DIFFERENT BRANCHES.—Number One being the highest.

Spelling
Reading
Grammar
Composition
English Literature
History
Geography
Education
Writing
Drawing
Music
Book Keeping
Arithmetic
Algebra
Geometry
Mensuration
Natural Philosophy
Chemical Physics
Chemistry
Aptitude to teach
Conduct

APPENDIX D.

Apportionment of the Legislative School Grant for Upper Canada, for the year 1860.

No. 1.—Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

Sir,—I have the honor to transmit herewith, a certified copy of the apportionment, for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and Local Superintendents' Reports, have been transmitted to the Department.

The statistics of school population for 1859, upon which the present year's apportionment is based, have been carefully revised and corrected in this Department. Many inequalities in the apportionment have thus been removed, and all parts of the Province share in the grant upon equal terms, and in accordance with the demands made upon each locality, for school accommodation and instruction. By this means also a more just and equitable apportionment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the school year.

Where Separate Schools existed in 1859, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at these Schools during that year, as reported by the Trustees. In former years it was found that to apportion to each Municipality, according to school population, and then afterwards to apportion an additional sum to the Separate Schools in such Municipality, out of the General School Grant, was unduly deducting from Municipalities in which there are no Separate Schools, and unduly adding to the apportionment of those Municipalities in which Separate Schools do exist—such as Cities, Towns, and Villages. If the apportionment be increased to any Municipalities beyond the proportion of school population, it ought to be so increased to the poorer Counties and Townships rather than to the wealthier Cities, Towns, and Villages; for it is in these latter that Separate Schools are chiefly established.

The gross sum apportioned this year is the same as that of last year.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir,
your obedient Servant,

E. RYERSON.

Education Office,
Toronto, 31st May, 1860.

No. 2.—Apportionment to Townships for 1860.

1. County of Glengarry.

		Apportionment.
Charlottenburgh		$584 00
do	for Separate Schools $100 00	... ...
Kenyon	... ...	500 00
Lancaster	... ...	475 00
do	for Separate Schools..... 41 00	... ...
Lochiel	... ...	538 00
do	for Separate Schools 70 00	... ...
	$211 00	$2097 00

Total to County $2308.

2. County of Stormont.

Cornwall	$591 00
Finch	245 00
Osnabruck	660 00
Roxborough	340 00
	$1836 00

3. County of Dundas.

Matilda	573 00
Mountain	434 00
Williamsburgh	622 00
Winchester	473 00
	$2102 00

4. County of Prescott.

Alfred		$160 00
Caledonia		157 00
Hawkesbury East		397 00
do for Separate Schools	$91 00	... ...
Hawkesbury West	... ...	247 00
Longueuil	... ...	223 00
Plantagenet, North	... ...	310 00
Plantagenet, South	... ...	174 00
	$91 00	$1668 00

Total for County $1759.

5. County of Russell.

Cambridge	$105 00
Clarence	158 00
Cumberland	368 00
Russell	208 00
	$839 00

6. County of Carleton.

Fitzroy		$321 00
do for Separate Schools	$24 00	... ...
Gloucester	... ...	423 00
do for Separate Schools	96 00	... ...
Goulbourn	... ...	313 00
Gower, North	... ...	307 00
Huntley	... ...	284 00
March	... ...	178 00
Marlborough	... ...	265 00
Nepean	... ...	479 00
do for Separate Schools	12 60	... ...
Osgoode	... ...	578 00
Torbolton	... ...	66 00
	$132 00	$3209 00

Total for County $3341.

7. County of Grenville.

Augusta		$754 00
Edwardsburgh		586 00
do for Separate Schools	$26 00	... ...
Gower, South	... ...	112 00
Oxford—on Rideau	... ...	505 00
Wolford	... ...	395 00
do for Separate Schools	20 00	... ...
	$46 00	$2352 00

Total for County $2398.

8. County of Leeds.

Bastard and Burgess, South		$525 00
Crosby, North		272 00
Crosby, South		239 00
Elizabethtown		677 00
Elmsley, South		117 00
Kitley		501 00
Leeds and Lansdowne, Front		440 00
do for Sep. Schools	$30 00	... ...
Leeds and Lansdowne, Rear	... ...	258 00
Yonge and Escott, Front	... ...	109 00
Yonge and Escott, Rear	... ...	191 00
	$30 00	$3659 00

Total for County $3689.

9. County of Lanark.

Bathurst	$351 00
Beckwith	356 00
Burgess, North	124 00
Dalhousie and Lavant	191 00
Darling	127 00
Drummond	200 00

9. County of Lanark.—*Continued.*

Elmsley, North	207 00
Lanark	328 00
Montague	498 00
Pakenham	336 00
Ramsay	477 00
Sherbrooke, North	31 00
Sherbrooke, South	88 00
	$3314 00

10. County of Renfrew.

Admaston	$197 00
Algona and Brudenell	24 00
Alice and Petewawa	82 00
Bagot, Blithfield and Brougham	230 00
Bromley	162 00
Grattan	153 00
Horton	176 00
McNab	285 00
Pembroke	65 00
Ross	171 00
Sebastopol	31 00
Stafford	30 00
Westmeath	231 00
Wilberforce	195 00
	$2032 00

11. County of Frontenac.

Bedford, Olden, Oso and Palmerston		$131 00
Hinchinbrooke and Kennebec		55 00
Kingston		424 00
do for Separate Schools	$21 00	... ...
Loughborough	... ...	301 00
Pittsburgh and Howe Island	... ...	462 00
do Sep. Schools	42 00	... ...
Portland, Barrie and Clarendon	... ...	275 00
Storrington	... ...	348 00
Wolfe Island	... ...	329 00
do for Separate Schools	50 00	... ...
	$113 00	$2325 00

Total for County $2438.

12. County of Addington.

Amherst Island		$141 00
Anglesea and Kaladar		51 00
Camden, East		894 00
do for Separate Schools	$24 00	... ...
Ernestown	... ...	596 00
Sheffield	... ...	303 00
do for Separate Schools	22 00	... ...
	$46 00	$1985 00

Total for County $2031.

13. County of Lennox.

Adolphustown	$ 67 00
Fredericksburgh, North	216 00
Fredericksburgh, South	146 00
Richmond	452 00
	$881 00

14. County of Prince Edward.

Ameliasburgh	$308 00
Athol	208 00
Hallowell	407 00
Hillier	337 00
Marysburgh	481 00
Sophiasburgh	299 00
	$2100 00

15. County of Hastings.

Elzevir		$ 86 00
Hungerford		510 00
Huntingdon		318 00
Madoc and Tudor		435 00
Marmora		176 00
Rawdon		479 00
Sidney		642 00
Thurlow		496 00
do for Separate Schools	$26 00	... ...
Tyendinaga	... ...	810 00
	$26 00	$3952 00

Total for County $3978.

16. County of Northumberland.

Alnwick		$108 00
Brighton		450 00
Cramahe		461 00
Haldimand		712 00
Hamilton		576 00
Monaghan, South		173 00
Murray		485 00
Percy		438 00
do for Separate Schools	$36 00	... ...
Seymour	... ...	439 00
	$36 00	$3842 00

Total for County $3878.

17. County of Durham.

Cartwright	$336 00
Cavan	561 00
Clarke	854 00
Darlington	874 00
Hope	642 00
Manvers	511 00
	$3778 00

18. County of Peterborough.

Asphodel	$353 00
Belmont and Methuen	98 00
Douro	333 00
Dummer and Burleigh	254 00
Ennismore	98 00
Monaghan, North	91 00
Otonabee	556 00
Smith and Harvey	280 00
	$2063 00

19. County of Victoria.

Eldon	$210 00
Emily	411 00
Fenelon and Bexley	256 00
Mariposa	628 00
Ops	375 00
Verulam and Somerville	147 00
	$2027 00

20. County of Ontario.

Brock	$567 00
Mara and Rama	238 00
Pickering	1013 00
Reach	696 00
Scott	254 00
Scugog Island	79 00
Thorah	180 00
Uxbridge	460 00
Whitby	331 00
Whitby, East	441 00
	42 59 00

21. County of York.

Etobicoke		$354 00
do for Separate Schools	$16 00	... ...
Georgina	... ...	161 00
Gwillimbury, North	... ...	187 00
Gwillimbury, East	... ...	569 00
King	... ...	873 00
Markham	... ...	1013 00
Scarborough	... ...	517 00
Vaughan	... ...	908 00
do do Separate Schools	21 00	... ...
Whitchurch	... ...	664 00
York	... ...	1025 00
do for Separate Schools	96 00	... ...
	$133 00	$6271 00

Total for County $6404.

22. County of Peel.

Albion	$589 00
Caledon	550 00
Chinguacousy	843 00
Gore of Toronto	137 00
Toronto	800 00
	$2919 00

23. County of Simcoe.

Adjala		$252 00
Essa		281 00
Flos.		115 00
Gwillimbury, West		410 00
Innisfil		472 00
Medonte		137 00
Mono.		498 00
Mulmur		189 00
Nottawasaga		409 00
Orillia and Matchedash		151 00
do for Sep. Schools (Orillia)	$59 00	... ...
Oro	... ...	423 00
Sunnidale	... ...	66 00
Tay and Tiny	... ...	208 00
Tecumseth	... ...	555 00
Tossorontio	... ...	91 00
Vespra	... ...	90 00
do for Separate Schools	10 00	... ...
	$69 00	$4347 00

Total for County $4416.

24. County of Halton.

Esquesing		$806 00
Nassagaweya		259 00
Nelson		498 00
do for Separate Schools	$12 00	... ...
Trafalgar	... ...	567 00
	$12 00	$2130 00

Total for County $2142.

25. County of Wentworth.

Ancaster		$482 00
Barton		251 00
Beverley		708 00
Binbrooke		199 00
Flamborough, East		347 00
do for Separate Schools	$41 00	... ...
Flamborough, West	... ...	435 00
Glanford	... ...	241 00
Saltfleet	... ...	299 00
	$41 00	$2962 00

Total for County $3003.

26. County of Brant.

Brantford		$679 00
Burford		730 00
Dumfries, South		436 00
Oakland		64 00
Onondaga		260 00
		$2169 00

27. County of Lincoln.

Caistor		$228 00
Clinton		302 00
Gainsborough		341 00
Grantham		398 00
do for Separate Schools	$53 00	... ...
Grimsby	... ...	304 00
Louth	... ...	209 00
Niagara	... ...	212 10
	$53 00	$1994 00

Total for County $2047.

28. County of Welland.

Bertie		$290 00
Crowland		204 00
Humberstone		299 00
Pelham		301 00
Stamford		314 00
Thorold		305 00
Wainfleet		252 00
Willoughby		174 00
		$2139 00

29. County of Haldimand.

Canborough		$167 00
Cayuga, North		299 00
Cayuga, South		108 00
Dunn		127 00
Moulton and Sherbrooke		342 00
Oneida		313 00
do for Separate Schools	$46 00	... ...
Rainham	... ...	294 00
Seneca	... ...	407 00
Walpole	... ...	572 00
	$46 00	$2629 00

Total for County $2675.

30. County of Norfolk.

Charlotteville		$434 00
Houghton		291 00
Middleton		276 00
Townsend		337 00
Walsingham		487 00
Windham		353 00
do for Separate Schools	$ 9 00	... ...
Woodhouse	... ...	383 00
	$9 00	$3061 00

Total for County $3070.

31. County of Oxford.

Blandford		$205 00
Blenheim		729 00
Dereham		606 00
Nissouri, East.		420 00
Norwich, North		443 00
Norwich, South		338 00
Oxford, North		200 00
Oxford, East		321 00
Oxford, West		282 00
Zorra, East		552 00
Zorra, West		405 00
		$4501 00

32. County of Waterloo.

Dumfries, North		$460
Waterloo		964
Wellesley		660
do for Separate Schools	$109 00	...
Wilmot	... ...	675
do for Separate Schools	72 00	...
Woolwich	... ...	588
	$181 00	$3347

Total for County $3528.

33. County of Wellington.

Amaranth		$118
Arthur and Luther		267
do for Separate Schools	$127 00	...
Eramosa	... ...	446
Erin	... ...	616
Garafraxa	... ...	490
Guelph	... ...	300
Maryborough	... ...	228
Minto	... ...	100
Nichol.	... ...	244
do for Separate Schools.	$33 00	...
Peel	... ...	601
Pilkington	... ...	297
do for Separate Schools	23 00	...
Puslinch	... ...	585
	$183 00	$4292

Total for County $4475.

34. County of Grey.

Artemesia	$377
Bentinck	336
Collingwood	120
Derby	131
Egremont	177
Euphrasia	178
Glenelg	286
Holland	286
Melancthon	160
Normanby	355
Osprey	249
Proton	170
St. Vincent	375
Sullivan	150
Sydenham	393
	$3743

35. County of Perth.

Blanchard		$448
Downie		446
Easthope, North		404
Easthope, South		288
Ellice		215
Do for Separate Schools	$27 00	...
Elma	... ...	235
Fullarton	... ...	384
Hibbert	... ...	306
Logan	... ...	176
Mornington	... ...	340
Wallace	... ...	193
	$27 00	$3435

Total for County $3462.

36. County of Huron.

Ashfield	$310
Biddulph	395
Colborne	233
Goderich	463
Grey	255
Hay	342
Howick	107
Hullett	295

36. County of Huron.—*Continued.*

McGillivray		444 00
McKillop		345 00
Morris		150 00
Stanley		411 00
Stephen		244 00
Tuckersmith		425 00
Turnberry		77 00
Usborne		424 00
Wawanosh		352 00
		$5272 00

37. County of Bruce.

Arran, Amabel and Albemarle		$264 00
Brant		273 00
Bruce		227 00
Carrick		215 00
Do for Separate Schools	$20 00	... ...
Culross	... ...	110 00
Elderslie	... ...	178 00
Greenock	... ...	107 00
Do for Separate Schools	31 00	... ...
Huron	... ...	213 00
Kincardine	... ...	270 00
Kinloss	... ...	105 00
Saugeen	... ...	199 00
	$51 00	$2167 00

Total for County $2218.

38. County of Middlesex.

Adelaide		$366 00
Carradoc		453 00
Delaware		158 00
Dorchester, North		516 00
Ekfrid		332 00
Lobo		454 00
London		993 00
Metcalfe		186 00
Mosa		355 00
Nissouri, West		367 00
Westminster		659 00
Do for Separate Schools	$17 00	... ...
Williams	... ...	411 00
Do for Separate Schools	20 00	... ...
	$37 00	$5283 00

Total for County $5320.

39. County of Elgin.

Aldborough	$252 00
Bayham	561 00
Dorchester, South	213 00
Dunwich	344 00
Malahide	663 00
Southwold	732 00
Yarmouth	643 00
	$3408 00

40. County of Kent.

Camden		$278 00
Chatham		397 00
Dover, East and West		213 00
Harwich		452 00
Howard		459 00
Orford		220 00
Raleigh		437 00
Do for Separate Schools	$52 00	... ...
Romney	... ...	65 00
Tilbury, East	... ...	140 00
Zone	... ...	128 52
	$52 00	$2789 00

Total for County $2841.

41. County of Lambton.

Bosanquet	$309 00
Brooke	204 00
Dawn	82 00
Enniskillen	75 00
Euphemia	235 00
Moore	312 00
Plympton	380 00
Sarnia	123 00
Sombra	181 00
Warwick	401 00
	$2302 00

42. County of Essex.

Anderdon		$207 00
Colchester		299 00
Gosfield		281 00
Maidstone		191 00
Do for Separate Schools	$47 00	... ...
Malden	... ...	206 00
Mersea	... ...	254 00
Rochester	... ...	106 00
Sandwich	... ...	420 00
Do for Separate Schools	42 00	... ...
Tilbury, West	... ...	118 00
	$89 00	$2082 00

Total for County $2171.

Apportionment to Cities, Towns, and Villages for 1860.

Cities.	Common Schools.	R. Cath. Separate Schools.	Total.
Toronto	$3010 00	$1400 00	$4410 00
Hamilton	1812 00	414 00	2226 00
Kingston	993 00	477 00	1470 00
London	1346 00	147 00	1493 00
Ottawa	631 00	698 00	1329 00
	$7792 00	$3136 00	10928 00
Towns.			
Amherstburgh	$159 00	$114 00	$273 00
Barrie	131 00	63 00	194 00
Belleville	380 00	184 00	564 00
Berlin	230 00	12 00	242 00
Bowmanville	231 00	... ...	231 00
Brantford	607 00	97 00	704 00
Brockville	380 00	142 00	522 00
Chatham	326 00	68 00	394 00
Clifton	54 00	36 00	90 00
Cobourg	434 00	137 00	571 00
Collingwood	189 00	... ...	189 00
Cornwall	210 00	... ...	210 00
Dundas	192 00	151 00	343 00
Galt	310 00	... ...	310 00
Goderich	336 00	... ...	336 00
Guelph	277 00	151 00	428 00
Ingersoll	186 00	... ...	186 00
Lindsay	101 00	78 00	179 00
Milton	99 00	... ...	99 00
Niagara	181 00	91 00	272 00
Oakville	165 00	... ...	165 00
Owen Sound	206 00	... ...	206 00
Paris	241 00	66 00	307 00

TOWNS.—*Contin'd.*	Common Schools.	R. Cath. Separate Schools.	Total.
Perth	224 00	70 00	294 00
Peterborough	189 00	147 00	336 00
Picton	139 00	41 00	180 00
Port Hope	504 00	... ...	504 00
Prescott	97 00	155 00	252 00
Sandwich	96 00	... ...	96 00
Sarnia	186 00	... ...	186 00
St. Catharines	408 00	222 00	630 00
Simcoe	220 00	... ...	220 00
Whitby	278 00	... ...	278 00
Windsor	262 00	... ...	262 00
Woodstock	291 00	... ...	291 00
	8519 00	$2025 00	$10544 00
INCORPORATED VILLAGES.			
Ashburnham	in Township.		
Bath	in Township.		
Bradford	$87 00	... ...	$87 00
Brampton	204 00	... ...	204 00
Brighton	134 00	... ...	134 00
Caledonia	158 00	... ...	158 00
Cayuga	117 00	... ...	117 00
Chippawa	145 00	... ...	145 00
Clinton	99 00	... ...	99 00
Colborne	94 00	... ...	94 00
Dunville	in Township.		
Elora	155 00	... ...	155 00
Embro	63 00	... ...	63 00
Fergus	109 00	... ...	109 00
Fort Erie	42 00	... ...	42 00
Hawkesbury	126 00	... ...	126 00
Hespeler	89 00	... ...	89 00
Iroquois	86 00	... ...	86 00
Kemptville	123 00	... ...	123 00
Kincardine	96 00	... ...	96 00
Mitchell	126 00	... ...	126 00
Napanee	160 00	29 00	189 00
Newburgh	117 00	... ...	117 00
Newcastle	142 00	... ...	142 00
New Hamburgh	131 00	... ...	131 00
Newmarket	102 00	42 00	144 00
Oshawa	110 00	50 00	160 00
Pembroke	71 00	... ...	71 00
Portsmouth	88 00	47 00	135 00
Preston	130 00	34 00	164 00
Renfrew	in Township.		
Richmond	in Township.		
Smith's Falls	110 00	... ...	110 00
Southampton	60 00	... ...	60 00
Stirling	in Township.		
St. Mary's	265 00	... ...	265 00
St. Thomas	118 00	25 00	143 00
Stratford	281 00	... ...	281 00
Strathroy	in Township.		
Streetsville	136 00	... ...	136 00
Thorold	146 00	33 00	179 00
Trenton	90 00	74 00	164 00
Vienna	109 00	... ...	109 00
Waterloo	147 00	... ...	147 00
Welland	77 00	... ...	77 00
Yorkville	145 00	... ...	145 00
	$4788 00	$334 00	$5122 00

Summary of Apportionment to Counties for 1860.

COUNTIES.	Common Schools.	Separate Schools.	Total.
1. Glengarry	$2097 00	$211 00	$2308 00
2. Stormont	1826 00	... ...	1836 09
3. Dundas	2102 00	... .	2102 00
4. Prescott	1668 00	91 00	1759 00
5. Russell	839 00	... ...	839 00
6. Carleton	3209 00	132 00	3341 00
7. Grenville	2352 00	46 00	2398 00
8. Leeds	3659 00	30 00	3689 00
9. Lanark	3314 00	... ...	3314 00
10. Renfrew	2032 00	... ...	2032 00
11. Frontenac	2325 00	113 00	2438 00
12. Addington	1985 00	46 00	2031 00
13. Lennox	881 00	... ...	881 00
14. Prince Edw'rd	2100 00	... ...	2100 00
15. Hastings	3952 00	26 00	3978 00
16. Northumb'rl'd	3842 00	36 00	3878 00
17. Durham	3778 00	... ...	3778 00
18. Peterborough	2063 00	... ...	2063 00
19. Victoria	2027 00	... ...	2027 00
20. Ontario	4259 00	... ...	4259 00
21. York	6271 00	133 00	6404 00
22. Peel	2919 00	... ...	2919 00
23. Simcoe	4347 00	69 00	4416 00
24. Halton	2130 00	12 00	2142 00
25. Wentworth	2962 00	41 00	3003 00
26. Brant	2169 00	... ...	2169 00
27. Lincoln	1994 00	53 00	2047 00
28. Welland	2139 00	... ...	2139 00
29. Haldimand	2629 00	46 00	2675 00
30. Norfolk	3061 00	9 00	3070 00
31. Oxford	4501 00	... ...	4501 00
32. Waterloo	3347 00	181 00	3528 00
33. Wellington	4292 00	183 00	4475 00
34. Grey	3743 00	... ...	3743 00
35. Perth	3435 00	27 00	3462 00
36. Huron	5272 00	... ...	5272 00
37. Bruce	2167 00	51 00	2218 00
38. Middlesex	5283 00	37 00	5320 00
39. Elgin	3408 00	... ...	3408 00
40. Kent	2789 00	52 00	2841 00
41. Lambton	2302 00	... ...	2302 00
42. Essex	2082 00	89 00	2171 00
	$123562 00	$1714 00	$125276 00

GRAND TOTALS.

	Common Schools.	Separate Schools.	Total.
Total Counties	$123562 00	$1714 00	$125276 00
" Cities	7792 00	3136 00	10928 00
" Towns	8519 00	2025 00	10544 00
" Villages	4788 00	334 00	5122 00
	144661 00	$7209 00	151870 00
Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1860			630 00
			$152500 00

NOTE.—The school moneys apportioned to the various counties, cities, towns, and villages, as per the foregoing statement, were payable to the Toronto agents of the local treasurers, on the 1st day of July 1860. Wherever the apportionment is withheld, it has been owing to the omission or neglect on the part of the local school authorities to comply with the school law, and to transmit to the Educational Department the necessary reports or audited returns—blank forms of which were furnished from the Department early in the year.

ERRATUM.

On Page 8, 13th line from bottom, for "Grammars used" *read* "Grammar Schools."

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